

# **PROCTER R. HUG: RECOLLECTIONS OF MY LIFE IN EDUCATION, IN POLITICS, AND IN THE SENATE IN NEVADA**

Interviewee: Procter R. Hug

Interviewed: 1971

Published: 1973

Interviewer: Mary Ellen Glass

UNOHP Catalog #057

## **Description**

Procter R. Hug, a native of Oregon, was born in 1902. He has spent nearly his entire life in Nevada, as student, teacher, and school administrator, and more recently as a state legislator.

Procter Hug spent his youth in Tonopah, Nevada, where he observed the life of a mining camp in the traditional boom-bust cycle and attended high school. His early fascination with sports in Tonopah, along with active participation on school teams, made it almost certain that he would become a college athlete. He chose to attend the University of Nevada, where he attained fame as “Bunny” Hug, the football, basketball, and track star and coach.

After graduating from the university, Hug turned to coaching full-time at Sparks High School. He later became principal of the school and superintendent of Sparks district schools. In 1956, with the schools of the state reorganized into county-wide districts, Procter Hug was named assistant superintendent of Washoe County Schools. Ten years later, he retired as superintendent of Washoe County Schools.

Procter Hug retired from education, only to enter politics within a few short months. He ran for, and was elected to, a seat in the state senate. There, Hug continued to be an outstanding spokesman for Nevada education. He worked constantly and successfully during the next two terms for educational improvements. When he retired from the legislature to enjoy well-earned leisure, he could assure his constituents of many constructive changes, including the beginnings of a year-round school calendar, improvements in methods of disposing of school property, and a state professional practices act governing educators.



**PROCTER R. HUG:**  
**RECOLLECTIONS OF MY LIFE IN EDUCATION,**  
**IN POLITICS, AND IN THE SENATE IN NEVADA**

---



**PROCTER R. HUG:  
RECOLLECTIONS OF MY LIFE IN EDUCATION,  
IN POLITICS, AND IN THE SENATE IN NEVADA**

An Oral History Conducted by Mary Ellen Glass

University of Nevada Oral History Program

Copyright 1973  
University of Nevada Oral History Program  
Mail Stop 0324  
Reno, Nevada 89557  
unohp@unr.edu  
<http://www.unr.edu/oralhistory>

All rights reserved. Published 1973.  
Printed in the United States of America

Publication Staff:  
Director: Mary Ellen Glass

### **University of Nevada Oral History Program Use Policy**

All UNOHP interviews are copyrighted materials. They may be downloaded and/or printed for personal reference and educational use, but not republished or sold. Under “fair use” standards, excerpts of up to 1000 words may be quoted for publication without UNOHP permission as long as the use is non-commercial and materials are properly cited. The citation should include the title of the work, the name of the person or people interviewed, the date of publication or production, and the fact that the work was published or produced by the University of Nevada Oral History Program (and collaborating institutions, when applicable). Requests for permission to quote for other publication, or to use any photos found within the transcripts, should be addressed to the UNOHP, Mail Stop 0324, University of Nevada, Reno, Reno, NV 89557-0324. Original recordings of most UNOHP interviews are available for research purposes upon request.

---

# CONTENTS

Preface to the Digital Edition	ix
Introduction	xi
1. My Early Life and Education	1
School Years in Tonopah, 1918-1921	15
2. The University of Nevada in the 1920s	
3. Life and Educational Career in Sparks, Nevada 1927-1956	25
Teaching and coaching, 1927-1937	
Sparks School Superintendency 1937-1956	
4. Washoe County School Administration 1956-1966	47
Reorganization	
Buildings and Planning	
Finance	
Day-to-Day Operation	
The Elementary and Secondary Education Act	
Special Education	
Vocational Education	
All Year School	
School Board Relationships	
Retirement	

5. Professional Organizations in Education	87
Interscholastic League	
Nevada State Education Association	
Other Organizations	
6. The Nevada Telephone and Telegraph Company	91
7. The Nevada State Legislature 1967-1971	95
Campaign and Election	
Organization of the Legislature	
Issues in the Legislature	
	135
8. Civic Affairs	
9. Conclusion	139
Original Index: For Reference Only	143



---

## PREFACE TO THE DIGITAL EDITION

Established in 1964, the University of Nevada Oral History Program (UNOHP) explores the remembered past through rigorous oral history interviewing, creating a record for present and future researchers. The program's collection of primary source oral histories is an important body of information about significant events, people, places, and activities in twentieth and twenty-first century Nevada and the West.

The UNOHP wishes to make the information in its oral histories accessible to a broad range of patrons. To achieve this goal, its transcripts must speak with an intelligible voice. However, no type font contains symbols for physical gestures and vocal modulations which are integral parts of verbal communication. When human speech is represented in print, stripped of these signals, the result can be a morass of seemingly tangled syntax and incomplete sentences—totally verbatim transcripts sometimes verge on incoherence. Therefore, this transcript has been lightly edited.

While taking great pains not to alter meaning in any way, the editor may have removed false starts, redundancies, and the “uhs,” “ahs,” and other noises with which speech is often liberally sprinkled; compressed some passages which, in unaltered form, misrepresent the chronicler's meaning; and relocated some material to place information in its intended context. Laughter is represented with [laughter] at the end of a sentence in which it occurs, and ellipses are used to indicate that a statement has been interrupted or is incomplete...or that there is a pause for dramatic effect.

As with all of our oral histories, while we can vouch for the authenticity of the interviews in the UNOHP collection, we advise readers to keep in mind that these are remembered pasts, and we do not claim that the recollections are entirely free of error. We can state, however, that the transcripts accurately reflect the oral history recordings on which they were based. Accordingly, each transcript should be approached with the

same prudence that the intelligent reader exercises when consulting government records, newspaper accounts, diaries, and other sources of historical information. All statements made here constitute the remembrance or opinions of the individuals who were interviewed, and not the opinions of the UNOHP.

In order to standardize the design of all UNOHP transcripts for the online database, most have been reformatted, a process that was completed in 2012. This document may therefore differ in appearance and pagination from earlier printed versions. Rather than compile entirely new indexes for each volume, the UNOHP has made each transcript fully searchable electronically. If a previous version of this volume existed, its original index has been appended to this document for reference only. A link to the entire catalog can be found online at <http://oralhistory.unr.edu/>.

For more information on the UNOHP or any of its publications, please contact the University of Nevada Oral History Program at Mail Stop 0324, University of Nevada, Reno, NV, 89557-0324 or by calling 775/784-6932.

Alicia Barber  
Director, UNOHP  
July 2012

---

## INTRODUCTION

Procter R. Hug is a native of Oregon, born in 1902. He has spent nearly his entire life in Nevada, as student, teacher, and school administrator, and more recently as a state legislator. His broad interests make his oral memoir useful for many kinds of research.

Procter Hug spent his growing-up years in Tonopah, Nevada, where he observed the life of a mining camp in the traditional boom-bust cycle and attended high school. His early fascination with sports in Tonopah, along with active participation on school teams, made it almost certain that he would become a college athlete. He chose to attend the University of Nevada, where he attained fame as “Bunny” Hug, football, basketball, and track star and coach.

After graduating from the University, the college athlete turned to coaching full-time at Sparks High School. He later became principal of the school, and superintendent of Sparks district schools. In 1956, with the schools of the state reorganized into county-wide districts, Procter Hug was named assistant superintendent of Washoe County Schools.

Ten years later, he retired as superintendent of Washoe County Schools.

Procter Hug retired from education, only to enter politics within a short few months. He ran for, and was elected to a seat in the state senate. There, Hug continued to be an outstanding spokesman for Nevada education. He worked constantly and successfully during the next two terms for educational improvements. When he retired from the legislature to enjoy a well-earned leisure, he could assure his constituents of many constructive changes, including the beginnings of a year-round school calendar, improvements in methods of disposing of school property, and a state professional practices act governing educators.

When invited to participate in the Oral History Project, Procter Hug accepted graciously. A reserved and somewhat shy man, he nonetheless appeared to enjoy recording his recollections through ten recording sessions, from August 9, 1971 to November 8, 1971, all at his home in Reno. Mr. Hug’s review of his oral history transcript

resulted in only a few stylistic changes for the sake of clarity in language, and no changes in the substance of the text.

The Oral History Project of the University of Nevada, Reno, Library preserves the past and present for future research by tape recording the memoirs of people who have been important to the development of Nevada and the West. Scripts resulting from the interviews are deposited in the special collections departments of the University libraries at Reno and Las Vegas. Procter R. Hug has generously donated his literary rights in his oral history to the University of Nevada, Reno, and has designated the volume as open for research.

Mary Ellen Glass  
University of Nevada, Reno  
1973

---

## MY EARLY LIFE AND EDUCATION

My name is Procter R. Hug. I was born in Elgin, Oregon, October twenty-fifth, 1902. Elgin is a small town about eighteen miles east of La Grande, located in the northeast corner of Oregon. My father was Charles Hug, and my mother's maiden name was Ella Procter (that's how I got the first name of Procter). Elgin is the central point from which my grandfather, Rudolph Hug, and his four brothers settled on farms in the 1870's. They had come to this country from Switzerland. They all raised large families, and today, the area around and in Elgin has a large number of Hugs. In fact, they have a Hug reunion each summer in Elgin, and the affair is attended by a large number of Hug relatives [laughing], lots of 'em—I don't know how many.

My grandfather, Henry Procter, was the postmaster in Elgin for many years. My folks moved to Wallowa, and then to Enterprise, a town about forty miles away. My father was the chief of police, and my mother operated a millinery store. It was then that I first entered school, and I attended there through the third

grade. Miss Murray was my first grade teacher, and she also moved up to the second grade and taught us the second year. Even though I have not kept in contact with her, I was greatly surprised and pleased to receive a note from her at the time of my college graduation. I hadn't heard from her between times, but [laughing] I thought that was great!

Unfortunately, my parents were divorced about the time I was ten years old. My mother moved to Tonopah, and my father to McGill. The following years, I lived a great deal with relatives, going almost annually from Oregon to Nevada to California, and then making the circuit again, until I was a sophomore in Tonopah where I remained until I graduated from high school. I attended school in Enterprise, Tonopah, Manhattan, Sawtelle, California, and Santa Monica. Although I always hated to move, I was always glad to see my old acquaintances who I'd left a year or two before. I did spend three or four summers while in grade school on my Grandmother Rachel Hug's ranch on Punkin [Pumpkin]

Ridge, a short distance out of Elgin. (I say “Punkin” because that’s what they really called it.)

My uncle, Alma Hug, who ran the ranch, paid me a dollar a day for working on all kinds of ranch work, milking cows, and so forth. I always came back to school with a good sum for a kid in those days. I had a bank account and wrote dollar checks all throughout the year. My Uncle Al was my hero at that time, as he was a great baseball player, could ride horses, and do everything, I thought, well. I loved to go with him to town, as everybody in the county knew him. He established quite a reputation by throwing a wrestling bear at a carnival. Everyone in the county recognized him and knew him and talked about it, the time that he threw the bear. And, of course, they knew him because he played baseball and was quite an outstanding player.

Moving from one school to another in the elementary grades was somewhat of a handicap, I suppose, but I adjusted and made friends quite readily. After attending the first three grades in Oregon, I moved to Manhattan, Nevada, for the fourth grade. The school there housed all eight grades in four rooms, two grades to a room. Forty years later, I went fishing in Monitor Valley, which is a few miles out of Belmont. We stopped at a ranch to rest and get a drink of water. An Indian, Al Hooper, was the owner of the ranch, and he came to sit in the shade and talk to us. After some conversation about Belmont and about Manhattan and the surrounding country, he asked me if I’d ever gone to school in Manhattan. When I said I had, he went into the house and got a picture of the school and all the students. He said, “You were in my grade, and here you are,” pointing me out in the picture.

Albert Hooper was quite well known in the area and in Tonopah. He told me that in

addition to running the ranch, he served as a guide to hunting parties who came up from Los Angeles. He said that in addition to being the guide, he also did the cooking and the hunting while the hunters played poker and drank whiskey. He said that these hunters paid him well, so he came out pretty good financially, made enough during the hunting season to last him all year [laughing].

After a year in Manhattan, I went to live with my Procter grandparents, who had moved to Sawtelle, California. My grandfather was a soldier in the Civil War, and he came to Sawtelle to be near the Sawtelle old soldiers’ home and receive the benefits of the hospital and other things. I was supposed to be in the fifth grade, but was moved to the sixth grade. When I went back to Enterprise, Oregon, the following year, enjoying my former friends, I dropped back a grade again. I stayed there through the eighth grade, living with an aunt and uncle, my mother’s sister, Alice, and her husband, Fred Savage. After that year, back I went to Sawtelle, and then to attend Santa Monica High School for my freshman year. We rode the streetcar to Santa Monica. The high school was large, approaching 2,000 students, and believe me, I was lost for a time.

One thing I remember in the school—having played some football in Oregon, I was anxious to play in Santa Monica, even though the school [was] of tremendous size. When I went to ask for a suit, the coach looked at me and said, “You’ll have to get permission from the principal.” Because of my size, I don’t think he ever expected to see me again. However, I finally got up enough nerve to see the principal, and I went to his office, for the first and last time. He looked at me and my hundred and ten pounds and asked if I had ever played, and I said, “Yes.”

He kinda smiled and said, “Okay,” and wrote me a note to the coach, asking him to

give me a suit. The coach did give me a suit, and after about two weeks, enough small fellows wanted to come out, so they organized a lightweight team for the first time.

That was in 1917, and that year we were in the war with Germany. Our assemblies were geared to patriotic songs and outside speakers.

### **SCHOOL YEARS IN TONOPAH, 1918-1921**

After a year in Santa Monica, I moved to Tonopah to live with my mother and her new husband, Clarence Kind. Mr. Kind was an employee of the Nevada Telephone and Telegraph Company in Tonopah, and later acquired the controlling interest of the company. Mr. Kind had lived in Tonopah since its discovery, moved to Goldfield for a short time, then back to Tonopah. He actually was a native, having been born in Eureka, where his folks operated a clothing store.

One story that Mr. Kind used to tell about their experiences with the store was in the very early days of Tonopah, before the railroad, when everything had to be brought in by horse and wagon. One of the drummers was taking orders for a new type sheepskin coat that had just been made. When he was given the order, for instance, six size 40's, eight 42's, ten 44's, and so on, the drummer made a mistake, and put in the order for six dozen, eight dozen, ten dozen, and so forth. When the coats finally arrived by horse and wagon, there were twelve times as many coats as they had ordered. But fortunately, Tonopah had experienced quite a large growth (a new strike had been made), and it had suddenly turned very cold and they had had snow when the coats arrived. They hardly had to take the coats off the wagon, and they sold just like hotcakes. And only a few were left to put in the store.

George L. Dilworth was the principal of the high school and superintendent of the Tonopah schools during the time that I was there. He held down both positions.

When I arrived in Tonopah, the high school was fairly new. It had been built just about a year before I came. But the old high school was located still further up the hill, and it was used partially for the manual training and home economics departments, and students would walk back and forth to classes. The old building was still partially used for those two things. It was claimed that that building was about half in Nye County and about half in Esmeralda County. It was right on the line. But about the next year, they tore down the old high school that was up on the top of the hill, and just used the new one.

Now, after a period of about forty years, the so-called new high school became the old high school [laughing]. They built a new one, and the location of it was back [laughing] where the original high school was. The so-called new high school now has been torn down, so they're just [laughing] interchanging schools and sites.

Some of the students that I remember about in my class would include Leland Henderson, Lloyd Swasey, who later became a dentist, and then went back to school and became a doctor; I saw him rather recently, and he is now in charge of the tuberculosis hospital in Phoenix. Robert Callwell, who who later became a druggist, I understand operates a drugstore in the Bay area; I think it's Petaluma. Grayson Schmidt, who later went to West Point and rose rapidly and became a major general, made quite a name for himself by his invention of [a device] to aim and control some of the big guns. At any rate, he devised a method of shooting long range guns for accuracy. George Fee, who attended Annapolis; Earl Byrnes; Peggy Harrington;



James McVeigh; the Griffin girls, Margaret and Kathleen Griffin, who were later to become teachers in Nevada. Chris Sheerin was a year ahead of me in high school, played on the basketball team, football team. Chris, of course, came to the University and later became editor of the *Elko Free Press* for many, many years. Chris was also a regent of the University. Ogden Monaghan was another one who was a year ahead of me and came down to the University. Ogden later became the manager of the Oakland airport. I've lost track of him now. [Quite an outstanding group for a small town like that.] Yes, it was. There were others, but I can't think of 'em now. Oh, Ora Lovelock, the brother of Forest Lovelock, was in our class. Ora, unfortunately, died before he graduated from high school.

Some of the teachers that I remember would include Miss [Agnes R.] Jewett, who we students always thought of as a character, although she was an excellent foreign language teacher. She dressed the same as they did in the 1890's, and wore long, flowing dresses, cinched up at the waist. We used to do a lot of talking about her clothes, but she was an excellent teacher. Miss [June] Wimer, who taught English and directed the plays, Vic Jones, who was the manual training teacher and the athletic coach, Miss Ruth Murray, who was an English teacher, who later married Victor Jones, and they both later moved to Carson High School, and then to San Raphael boys' school, where Vic Jones became the dean of men. Miss [Elizabeth] Jacobson, the commercial teacher; and Miss [Ella A.] Gemmell, who was the science teacher—. At the moment, I can't recall any of the others. Oh yes, Mamie Sullivan was the math teacher.

In the fall of 1918, when I came to Tonopah High School, it was during the

first world war, and, of course, everyone was excited and interested. Boys were leaving for the service. Our school, again, was very patriotic, and all our assemblies were tilled with patriotic talks and songs. That winter, the flu struck throughout the country, and for a time, the school was closed—about two or three weeks, as I recall—and they allowed us to come back to school providing we would all wear masks—face masks, which the students and teachers all did. The flu struck quite heavily in Tonopah, and many of the miners died. They seemed to be hit harder with the flu than any of the others. I recall that the hospital was filled, and the Elks' Club was turned over to an emergency hospital, and also any place that could be opened up for such a use.

When I graduated, there were twenty-two members in our class. In our graduating class, there were two Dilworth girls, Doris and Camel. There were also three other older daughters who had previously graduated and were attending the University. Most of them at a later time became teachers. Doris Dilworth—I don't know whether I should say this—she had polio when she was younger and was quite badly crippled. I always remember Mr. Dilworth bringing her to the high school functions and carrying her in. Whether it was a basketball game, or a play, or anything else, Mr. Dilworth always carried Doris in to the event. It sort of touched a good chord with all of us 'cause we thought that it was so nice of him to take care of her that way.

I remember that Professor Reuben Thompson of the University of Nevada, who at that time was head of the philosophy department, gave the commencement address when I graduated. At that time I remember him speaking highly of the University of Nevada and encouraging all of us to come. And I remember the next year that Brewster Adams gave the commencement address. I



was home from college at that time, and I went to the high school graduation.

I remember these two men very well, and what they said, and that's kinda unusual, because usually, you go to a high school commencement, the speeches are more or less cut and dried, and you listen for a while and kinda lose the thought. But [laughing] I *did* remember what they said. I remember particularly what Brewster Adams said.

Brewster Adams, of course, was a pastor of the Baptist church here [in Reno], and for years was very active in community affairs, and very well known throughout the whole community, and state, for that matter. In his talk, he spoke about Walter Johnson, who was the great pitcher of that day for the Washington Senators. They had won the World Series that year. Walter Johnson was the son-in-law of Mayor Roberts of Reno at the time, and he used to come out to Reno in the off season and go hunting quite frequently with Brewster Adams. Well, that particular World Series, Walter Johnson had won two games against the New York Giants, and the series had gone into the seventh game, and Washington was leading until the ninth inning, when the bases were loaded, and it looked like the Giants were going to win. Well, Walter Johnson had not had his usual rest (he'd just pitched two games), but they put him at the last of the ninth inning for him to try to win the game, and he did. He struck out two men in the ninth inning and won the game.

Well, Brewster Adams used that as a part of his talk, and the point that he made was that Walter Johnson was such a clean living man, who trained and worked hard in his work, and that the thing that made it possible for him to come through at the time when he did was that he *had* built up a reserve, that he had conserved his strength, and that this, in

the long run, really paid off. Well, to me, as a kid at that time, it really did strike a good chord, and it meant quite a bit to me. I always remembered his talk. He had the ability to kinda talk like that, you know, down to earth, so people knew what he said.

\* \* \* \* \*

During my high school years, I was very interested in sports, in fact, almost too much. At least, my mother thought so. She used to say, "All you think about is ball of some kind." We always looked forward to our annual trip to Bishop to play football. And on one occasion when we went down there, one of the boys contracted the mumps. Grayson Schmidt, who I said later attended West Point, was the boy and we made him ride on the fender of one of the cars [laughing], and wouldn't even let him ride back in the seats with us.

I remember the first basketball tournaments that we entered at the University in 1920. Drawings were held at that time to see who your first opponents were to be. And we drew Reno as our first opponent. Word received was that Reno had what was known as a five-man defense, or the zone defense, which we in Tonopah had never heard about. Other students from the University wrote back to us to tell us over and over that Reno High School had a five-man defense, and we couldn't imagine what it was. And our coach didn't know, either. Apparently, Reno had picked it up from the University, which was using that same defense. When we came down to play our first game, [it] was the first time that we encountered it to see what it was. And it really did stop us [laughing]. Welost the game, but not by too much. Had we been better informed, and had we played against the defense, we might've had a good chance

of winning. You know, that was the time when we'd get the ball, and they'd all drop back on zone defense, and we'd stand there and watch it, not knowing quite what to do. And we'd bring the ball down, and we didn't know how to get through the defense. And that defense went on for years, you know. For a time, it stopped everybody. The new University of Nevada coach had brought it out on the coast from the mid west and was the first Nevada team that had used it.

Well, of course, in my life, athletics was very important, and I was a participant in football, basketball, and track. Our football was limited, pretty much. We exchanged games with Bishop, California, and after we'd played the alumni and played these two games, that was the end of our football season. In basketball, we played more games. We traveled down to this end of the state, we played Yerington, we played Fallon, and Carson, Stewart, and then they usually came back to return games to Tonopah. And we came down to the state tournament during my junior and senior years. We never won the tournaments. I guess you could say we made fairly good showings. Later on, Tonopah did win the state championship, I think about 1925. [We] came down to state track meets, two state track meets. On one occasion, there were just two of us that came down, Earl Byrnes and I; and Chris Sheerin came down to participate in the forensics.

At Mina, a tall—quite a tall boy got on the train from Bishop. We got acquainted with him, and he said he was coming down to the state track meet. They allowed some of the neighboring California schools to participate. I remember that Bishop and Auburn participated that year. As a matter of fact, the meet was won by Auburn. But this boy was all by himself. He wasn't even with a coach. So, we had a coach with us, and we

took him under our care, and he stayed with us. We should have drowned him before we got down here because he was participating in the same things that we were. He took four first places away from us because we took four seconds in the same events [laughing]. Had we not had him along [laughing], we would've done much better!

Some of the summer jobs that I had; I worked at the telephone company off and on during the school year and on Saturdays for a good part of the time when I was in school, outside of my senior year, when I worked at the theater. But one summer during high school time, I worked on stubbing the telephone line between Tonopah and Manhattan. Where the posts had rotted out, we'd break those off and put in posts alongside of the telephone poles, and then wire them to these new posts. That was a really hot, hard job. The ground was rocky, and to try to dig into that was really something. I liked it at that time, but I wouldn't like it now [laughing].

The last year of high school, between the time that I was graduated from high school and was going to college, I worked for the Round Mountain Mining Company out at Round Mountain. It was a placer mining company. Louis Gordon was the superintendent of the mining company. Another fellow and I got a job there, I think, on the strength of being able to play baseball. They were quite baseball-minded out there, and they had a baseball game scheduled every Sunday, played on Sundays. We played (such] teams as Tonopah, Austin, and Fallon. And most of the rest of the players were Indians. But we worked there. I had a job as a carpenter helper. I didn't know much about carpentry, but I learned a little bit, and as a helper, I was able to do all right. Whenever we'd come into Tonopah to play baseball with seven Indians,

we used to take quite a [laughing] beating from the crowd.

I remember liking the Indians very well. They worked in the placer mine, too. And I remember one fellow who was our pitcher—and particularly because he was such an outstanding pitcher. His name was Willie Steve, and had someone gotten ahold of him and been able to send him to some baseball town or some league, he could've been good enough to get someplace in baseball. He later moved to Fallon, on a ranch there, and his boys went to high school in Fallon and became outstanding athletes there, in both football and basketball. But I just always felt that Willie Steve never had his chance, that he would've been a great pitcher.

Whenever we went to Austin—particularly, I remember, there were lots of Indians in Austin—and after the game, they'd always have what they called the stick game—Indian stick game. They had this in some house. The Indians—the ones from Round Mountain—would get together with the Indians in Austin, and on some occasions, we would go to watch the game. It was played by six Indians, three on a side. Three Indians would have a blanket over their knees, and their hands under the blanket. And they'd have a small stick that would just fit into their hands, and they would pass this from one to the other, under the blanket. And all the time they were doing this, they would be chanting some sort of a song, and trying to look like they didn't have the stick, so that you wouldn't know who had it. The opposing team would try at a certain point to guess who had the stick, and if they did guess the right person, then their team would win a stick. I mean, they had, maybe, ten sticks apiece, and as soon as somebody won all of 'em, why, the game was over. And people on the side, that were watching, would bet so much money on

one team or the other, so we'd get in on that. There was lots of money exchanged. And the Indians, now, when they go to these big Indian powwows, that's one of their important games.

One of my Indian friends told me that there were lots of ways of cheating in that game. And he [laughing] said if you ever got caught, you might get killed, but there was lots of cheating. He told about one fellow that had a device rigged up, of a rubber band that would go up around his neck and down his arm, and it would be around this stick. And when they—if he happened to have the stick, that he'd release it, and the band would pull this stick right up his arm, so he'd [gesturing, showing palms] show that he didn't have it. [laughing] And he spoke about other ways of cheating. That was a very interesting and very enjoyable summer.

The Betty O'Neal [Mine at Battle Mountain] did have good teams, and they had good teams over in Ruth and McGill and Ely, but that was too far away. Ours was limited. We did play Mina, which was a bigger place at that time, Tonopah, Austin, Fallon. That's about all we played, but we played return games with them.

I worked one summer in the Extension mill in Tonopah, the first summer that I came back from college. I went down and applied for a job there, and got a job as a filter man in the mill. [It] paid five dollars a day, which, we thought, was pretty good pay at that time. I didn't know anything about a mill, or I didn't know how it operated. They put me on graveyard shift, which was from twelve to eight, with an older man who was retiring, and who had had the job for a long time. I worked with him for two nights, and he explained to me all the things that you had to do, and where the pumps were, and where the—oh, the valves and things, that you operated.

In operating the filters—that was a process where the muck would be stored up in tanks up above us, and you'd let that down into the filters for a certain length of time. And in order to do that, you had to open a valve, and you had to pump it. Well, you'd just open the valve and let it in to these filters. And then there was a process that you'd go through by letting some cyanide solution down from the tanks down into the filters, and then you would pump that cyanide through the filters and the gold and silver would go through the filters, and the dirt and muck would stay on the filters.

Then you'd go through a process of pumping that back up into the tanks again, the cyanide solution. Then you'd let water down out of some other tanks into the filters, and pump that through. Then after that got all through, the silver would go on down into some other tanks for the next process. And then you would release the muck from the filters, and it'd go on down the canyon.

The trick of the thing was, that bothered me quite a lot, you had to keep all the tanks equal. If you made a mistake and put the water back into the wrong tank [laughing], it'd be overflowing. And I used to dream about that for the first few nights, having tanks running over, and letting the good silver down into the gully [laughing]. But after the first night that I was alone, it was all right. And I enjoyed that work very much.

\* \* \* \* \*

Well, some of the things that I remember in the community during the time I was in high school in Tonopah—one of the first things that I remember was the opening of the new swimming pool just shortly after I arrived in Tonopah. That was one of the greatest things that ever happened, so far as the children and

students of the community were concerned. There was very little in the community as far as recreation facilities were concerned—in fact, almost nil—but when that swimming pool was opened at the lower end of town near the Victor mine, that was just heaven for the kids in the community! They flocked down there during the summer months, just filled it up every day. The swimming pool was built and the water was obtained from the Victor mine. It was pumped out of the Victor mine and used for the swimming pool. In addition to supplying the water for the swimming pool, it also supplied the water for a ranch just below town, run by the Italian, Victor Lambertucci, and his brother.

This was a great surprise to me, when I first came, to see a ranch below town that had trees and vegetables and hay and other things that stood right out, almost, in the desert. There were practically no trees at all in Tonopah, no flowers and no lawns, when I first came there. If you were to visit the town now, you'd see quite a lot of trees, and you'd see quite a lot of lawns, even a few little flowers and gardens. Of course, water was very expensive and scarce in the earlier days, and the water was obtained from wells at Rye Patch, which is about sixteen miles from Tonopah, toward Manhattan.

Well, Victor Lambertucci made arrangements with the Victor mine to allow him to use their water. Of course, they just pumped it out, and it went down the gully. He dammed it up and made little lakes with it, and used it when he needed it. He started out with a ranch there on a rather small scale, and I can remember, when I first went there, that he used to peddle vegetables around town in a cart. Then, as time went on, he enlarged his ranch, and by hard work, by himself and his brother, they enlarged their ranch and the things that they grew until they were

selling vegetables to the stores. He even got into much greater activity, raising hogs and enlarging the ranch in many respects. Then he put in a gasoline station there, and that was his undoing, because (I think maybe it was ten or fifteen years ago) Victor was killed, standing out in front of his service station when a car went by and hit him, and killed him. His brother [Albert] continued to run the ranch for a few years, and then he died. I don't know who runs it now, probably some relatives. But as you drive into Tonopah from Reno, people are amazed to see this farm there, and the long row of trees, nice trees that he has put in. (It shows that things could be grown there if there was just plenty of water.) They worked very hard, and were respected by the people of the community for their hard work.

The end of the first world war came about five months after I came to Tonopah, in November of 1918. And soon, there were many soldiers returning to Tonopah who'd been in the war. They were received by the people meeting the trains, and parades and speeches and praise, and things were very patriotic about that time in the community.

Tonopah was a great place for celebrating the Fourth of July and Labor Day. They had no difficulty in collecting money for prizes for all kinds of events. That's one thing in Tonopah—they were able to collect money just by going down the street, and each merchant was very liberal. [They] had no difficulty whatsoever in raising funds for various activities. I remember one time that when the basketball team had won the state tournament and they were sending them back to Chicago to the national tournament, that they said they raised the money to send them back in about thirty minutes.

Well, they always had these celebrations, both on the Fourth of July and Labor Day,

they had speeches, of course, by the leaders of the community. They had races for the children, even activities—races and nail driving contests and things— for women. They had mucking contests, which were contests to see who could shovel the most rock and dirt from one place to another. [Laughing] And they had drilling contests for the miners, single jack contests, in which one man would operate the single jack and the drill. And then they had the double jack contests, in which there would be two men, one holding the drill, and the other one hitting it. People turned out because in those days, there wasn't much of anything to do in Tonopah in the way of recreation. Everybody came to the celebration. Everybody came downtown to the main street. They just took over the main street with all these activities [laughing]. Everybody had a wonderful time, ended up with a big dance that night. [Laughing] Practically everybody in town went. Surprisingly, though, they behaved themselves. You very seldom saw anybody out of line or drunk at those affairs.

I hate to mention people who I would consider outstanding people of the community because I know that I would leave out a great many of them. There's a number of them whose names come to my mind that I will mention, and I know that there are lots of others that I would know and remember, but I just can't think of at the time. But I could mention here some of the outstanding politicians that came from Tonopah, namely Key Pittman and Vail Pittman, the two brothers who ran the *Tonopah Miner* newspaper. And at one time Pat McCarran was there as an attorney, Of course, these three were very outstanding, Key Pittman going back to the Senate for a long number of years, Vail Pittman becoming the governor, and Pat McCarran an outstanding senator for many years.



When I was in high school, I used to collect telephone bills after school and on Saturdays. And to some extent, they depended upon me coming around to collect the bills. It wasn't a case of being delinquent in their bills, but they just relied on me coming around to collect 'em. I used to collect bills from the *Tonopah Miner*, and it would either be Key Pittman or Vail Pittman that I'd see. And there were a number of others, of course, a number of other outstanding men of the community, I'd make the rounds, and they got so that they knew me, and expected me, [and] were ready to pay me as I came.

Oh, I can remember John C. Kirchen, who was the superintendent of the Extension mine and the Extension mill. Then he died, he had his ashes buried there, below the Extension mine. There is a monument there in his memory all by itself, not in the graveyard, but below the graveyard. As you come in on the road from Reno, you will see this monument there, oh, probably four or five feet high.

Then, of course, there was Horace Johnson of the Tonopah Mining Company, George Wingfield, who was a banker, and later a state leader establishing a string of banks throughout the state. George Wingfield probably was better known in Goldfield than he was in Tonopah, although he did spend some time in Tonopah. Herman Budelman, who was the superintendent of the West End mine, and was a state senator for two or three terms (I'm not sure just how long); Fred Ninnis, of the West End mill; Clarence Kind, a broker, and later with the telephone company; Harry Atkinson, an attorney; D. J. Fitzgerald, who operated a barber shop there, and was, many times, an assemblyman, and at one time was speaker of the assembly. I remember his barber shop, during the Divide boom, was the only barber shop in town. He had about seven barbers, and when you went in to get

a haircut, you had to take a number. It was not unusual to have a number of twenty-five or thirty, waiting in line there, [the] place just filled [laughing] with people waiting, with about seven barbers there. But it was quite a lively place with everybody crowding [laughing] in to get their hair cut.

Then there was George Dilworth in the schools; and William Forman, an attorney, and interested in mining; Rube Kelly, who was a hotel man interested in mining, operated a garage, as well; Forest Lovelock and Warren Richardson, who operated the Ford agency and had a fuel and ice business; Jim Butler, connected with the Butler mine, whose father was given credit for discovering Tonopah; George Southworth, businessman; Horace Campbell, operating a foundry and interested in mining; Lee Henderson, later on (who's younger than most of these men I'm mentioning) —but Lee became a gas distributor, interested in ranching; Jules Smith, who operated the Tonopah theater—I think it was called the Butler Theater, rather than the Tonopah Theater. And John Nay, who was a rancher, and many years a commissioner; and Frank Garside, who operated the *Tonopah Times*; and W. W. Booth, who was the publisher of the *Tonopah Bonanza*.

Tonopah, a comparatively small town, probably running between—well, at that time, maybe 4,000 to as high as 10-to 12,000 during the Divide boom, having two daily newspapers, was probably [laughing] about as unusual as you would find. But these were very interesting papers, and frequently got into quite a lot of disputes between each other.

I remember the *Bonanza* was the afternoon paper, and carried, of course, lots of world news and national news, state news, and some local news, whatever they could find, but spent most of their time on the state and

national news. I can always remember about four o'clock, when the paper came off the press, that they had probably a half a dozen newsboys who sold the paper. The practice was to have them line up by the *Bonanza* office, and someone working in the *Bonanza* would give each of them an armful of papers, and then start them out, just like they were running a race, and they would all run for the main street, and run for their spots that they knew they could sell papers. And it was quite easy to sell papers—I mean, when the *Bonanza* was first out in the afternoon, why, of course, everybody was anxious to buy a paper. So these boys all had little difficulty getting rid of their papers. But they started 'em out, and they ran as fast as they could to get to the spots where [laughing] they knew they could sell some [laughing]. That went on for years.

When I first came to Tonopah, I was quite impressed with the size of the Mizpah Hotel and the Tonopah Bank building. Those were the two largest buildings in town. Actually, I don't remember the exact height, but it seemed to me that the bank building had either six or seven stories, and the Mizpah Hotel probably one less. The streets were not paved—none of the streets were paved at that time. Later, I think somewhere about 1930, or maybe a year or two later, the main street was paved. And I think that that's the only street yet that is paved, although the material in the streets is pretty hard, pretty rocky, and they're [laughing] almost as hard as pavement. There were no trees, as I mentioned before, or any grass, but there is quite a bit in evidence at the present time.

In a mining community, there're always characters, the eccentrics—well, maybe drunks, if you want to call 'em. There're always some that're around the community that are different than most of the people.

There were a few there that I remember, one that we all called "Foxy Grandpa." And he was quite well known by everybody in the community. He didn't seem to have any means of livelihood, but he wore a derby hat and a vest, and was always just in shirtsleeves. He wore a white shirt, a long sleeved white shirt, and he'd walk up and down the streets, and no matter whether it was in the middle of summer, or the middle of winter with the temperature approaching zero, and here he'd be out just in his sleeves. When he later died, they discovered that in addition to his vest and shirt that he had on two pair of long underwear, which he wore in the [laughing] wintertime [laughing]. I guess he liked to impress people that he wasn't going to get cold.

There was one that we called "Johnny Behind the Rock" (I don't know exactly why). He was kind of a shy person, and a miner that went out prospecting and got people to grubstake him, and he spent most of his time out of the community looking for a mine, which I don't think he ever found.

And then there was "Peek-a-boo." I don't know what his real name was, but he was there for years. They used to say that he came from the East to Goldfield originally, and was the secretary to the superintendent of some big mine there, and then came over to Tonopah, and gradually went downhill. He got to drinking to the point where he was an alcoholic. Everybody sorta knew "Peek-a-boo," and they called him that because his eyes were pretty well closed, and [laughing] he could hardly see. He was under the weather most of the time, but he existed by having a couple of small janitor jobs and spending most of the money that he could get on booze.

There was only one black man in the town, to my memory. I remember him as Charlie, who operated a shoeshine shop, and also sold

cigarettes and gum and a few odds and ends of things. He was very well liked by the younger set of the community. He was a very jolly type of fellow, and his place was kind of— well, it was located right next to the theater, and people used to always come out of the show, and they'd always drop in there and say hello to Charlie, or there'd be a crowd there, talking.

I'll always remember that on Saturday nights, the place to go was at the Airdrome dance hall. Most everyone went to the show first, and then they'd go to the dance after that, about nine o'clock. And the young fellows, the sports of the community, would always go and get a shoe shine before they went to the dance [laughing], and Charlie's place was kind of the hangout for that.

I remember the things that the men wore. You had to have a blue serge suit, and they all wore high-top shoes, and their trousers came just at the top of the shoes. And then, everybody wore a silk shirt of different stripes and colors [laughing]. The shirts were real nice shirts, and quite expensive, and so if you had a nice silk shirt, and a blue serge suit, and a pair of high-top shoes, why, you were all set for the [laughing] dance.

Incidentally, I had acquired quite a number of what I thought were really nice silk shirts. When I came down to the University, I brought them, but nobody down here wore them, so they were [laughing] practically useless [laughing].

Well, I had great times at the Airdome theater. The fox-trot and the two-step and the waltz were the ones in vogue at that time. Very few had dates. Very few brought girls. The girls all came together, the boys came together, and [laughing] usually went home that way.

There were very few minority groups at that time. I remember only seeing two Chinese, who operated a laundry there, and

a third one (I remember his name as Poy), who made a business of raising and selling chickens. There was another Italian fellow there named Alfred, who ran a shoe shop. He was quite a favorite of the younger people and of the high school students because he was a great athletic fan, and at the end of each season, he cooked a big Italian dinner for the members of the team, every year, for years.

And then, there was—of course, there was Death Valley Scotty, who came to town once in a while. One thing they used to tell about Scotty was that if he had a thousand dollars, he'd get a thousand-dollar bill. If he had five hundred dollars plus, he'd get a five hundred-dollar bill. He'd get whatever he had changed into the highest denomination that he could. Then when he bought anything, he'd spring this on the store [laughing]. But he was only a frequent visitor there to the town.

I mentioned the Butler Theater, which was operated by Jules Smith. One year, during the time that I was attending school there (I think during my senior year), I worked at the Butler Theater as an usher and in the office. It was my job also to solicit ads in the community, to be made into slides that would be shown before the first show started, and to be shown between shows. We had, usually, from seventy to seventy-five ads that would be run, ads by different merchants, you know. And those would be run every night so that people would come and watch those [laughing] ads. They got so they would almost know what the order was. But I would solicit the ads, and they'd stay about the same, but I'd just go around and see if they wanted to change them once in a while. They were charged seven-fifty a month for running these ads. They had a machine there, in which I'd cut out the letters, and so on, and make them into ads, and put them between glass,



and make them into regular slides, take 'em up to the operator, and he'd run them twice a night. I don't know of any other theater, or any other place, where the people put up with having to see seventy-five ads. It'd take at least ten minutes—ten or twelve minutes—to run them. But that was the way the people advertised [laughing].

Jules Smith was a pretty smart operator. He had found that everybody went to the show on Friday—well, usually on Friday, Saturday, and Sunday nights, as he had bigger crowds on those nights. And on Monday and Tuesday, hardly anybody would come to the show. So he would get the best possible shows that he could get for Monday and Tuesday nights, and they'd pack the place on Monday and Tuesdays. And he'd get his poor shows on Friday and Saturday [laughing], and they'd come anyway. But since there wasn't much recreation in the community, people went to the show a great deal. And he did get pretty good shows.

Then they were silent shows, of course, and he had a piano player. His name was Helmick, but we called him "Dutch." And he was a little Dutchman, one of the best piano players that I ever heard. He was worth the price of admission, himself, because in those days, when they had silent pictures, the piano would go right along with the picture. He had something on music that would indicate anything he wanted. If there were Indians coming, he had a certain kind of music, if there were cowboys, or [laughing] if a train was coming, about to run over someone. If somebody was wearing a funny-looking hat, he had a song there that indicated something about, "Where Did You Get That Hat?" [Laughing] And some other kind of music for when the villain was about to gain his way; and something for a pretty girl—he had certain pieces to cover each situation.

And the people would just laugh and get the biggest [laughing] kick out of his music. He also would play whenever we had high school dances. We would get him most of the time, and he was an orchestra in himself. They did have an orchestra in the town, but for our high school dances, we usually just had Dutch. He was a great favorite with the kids, and the whole community, for that matter.

I earned fifty-five dollars a month working there at the theater during my school year, and that was pretty good pay in those days. As a matter of fact, when I came down to college the first year, I had saved enough—not from this job, but from other jobs in the summer—that I had enough to pay my way through college the first year. When I arrived I paid for my board and room for the whole year, so I didn't have to worry about that [laughing].

Actually, I don't remember too much about the strike in 1921. I remember that they brought in miners from the outside to try to break the strike, and that some of the mines were fenced in to give some more protection to the strikebreakers. There really were some bad feelings developed in the community at about that time, and some of the state militia was sent in by the governor. But eventually, the strike was broken, and the request of the miners was met. Actually, I don't remember it very well.

I do recall some things about the Divide boom. The discovery of silver and some gold mixed in the ore was made in the Divide area which would be located some five or six miles out toward Goldfield, on the Goldfield road. The Divide Mining Company was the first company that was formed, and stock sold in that, originally, for just a few cents. I think it was put on the San Francisco Exchange for just two cents. And it rose to about twelve

dollars a share at one time. After the discovery was made there, there were many claims soon filed and stock companies formed, and they were placed on the San Francisco Exchange. There was quite a boom in buying stocks and selling, and most of these stocks were put on the market at just a few cents, a cent or two, and then many of them rose tremendously. And those who'd bought in early and sold [laughing] before the bottom fell out really made some money. There was a lot of money made at that time by some people, and a lot of money lost by others.

I would say that at the time, there were probably—I couldn't say with any authority, but I imagine that there were probably 10,- to 12,000 people there at that time. Housing conditions, of course, were very, very limited, and people were taking in boarders, and people were staying almost anyplace that they could. (There were no motels there at that time!) There was the Mizpah and the Kelly Hotel, and, of course, the bank building had been turned into apartments. But there were lots of miners' shacks, and some houses that were available for rent. But everything was filled up at that time. There was great speculation in the stock market, and for a time, there was a great boom. There were two brokerage offices operating full blast in the town. For a town of that size, that's really surprising. I can remember going in and watching the boards and watching them mark up all the stock quotations, and Western Union operating full blast with messenger boys carrying messages to the brokerage offices and to the newspapers. For as small a town as it was, there was a great amount of activity. Speaking of messenger boys, a great many students had gone through the role there of being a messenger boy at Western Union. And one of the things that they always had the new boy

do was to wash the typewriter ribbon. That was the standard joke that [laughing]—that they always played on a new messenger boy [laughing], about like the jokes that they used to have down at the Southern Pacific shops—any new person that came to work there, they had a thousand and one jokes they played on him.

---

## THE UNIVERSITY OF NEVADA IN THE 1920S

I hadn't given very much thought to my career, or what I was going to do when I got out of high school. I had thought some, for a while, of going to the University of Oregon. I had had relatives who attended there. But I decided largely on going to the University of Nevada, I think, because of the fact that I had been down there on three or four occasions, to basketball tournaments and track meets, and while there, had eaten and visited in different fraternity houses, and been encouraged by them to come to college at Nevada. I really, then, switched over, and really wanted to come to Nevada. And I think that was true of a great many high school athletes living out in the very small towns. I know that several of us came from Tonopah down to the University for that reason, that we knew people down here, and we'd met boys from other communities and made friends with them, and we just wanted to all go down to the University.

I think that state basketball tournaments are very important in that respect, so far as the University's concerned. At that time, it was

wide open, the tournament. Every high school could come. And for that reason, I am not too sure but what I'd favor allowing all high schools to come to the tournament, regardless of whether they qualify or not. Let 'em all come. Because I think it would be a great thing for the University here; and in alternate years, the University down in Las Vegas. It'd be a great thing for the communities of Reno and Las Vegas, to get all those people into the area, and all of the fans that they would draw. Where we've limited it, now, to just such a small number, it cuts a lot of them out of that opportunity to see the community, to get acquainted.

Of course, it's a little different now. The tournaments are not actually held at the University, and you don't have as much contact as we did then. But I still think it would be a pretty good drawing card to get Nevada people to come here, Nevada athletes, particularly.

Well, anyway, I decided to come to the University of Nevada. Some of the people from the ATO house had written to me and

asked me to come and stay right there. That was a little bit unusual way of pledging people, but when Jimmy Bradshaw wrote to me and told me that he'd like to have me come, that was enough for me. So I moved directly into the house, and I didn't have any better sense than to not know that that was not the thing that you did. But anyway [laughing], since I moved in, I was pledged to that fraternity.

It seemed to me that about the first ten days or two weeks after entering the University, all we did was just fight the sophomores in various contests. I think, actually, at the University, there were about nine hundred students in college when I came down. Some of the things that we did, at the beginning of the year, were the poster rush, the freshman and sophomore tie-up, the cane rush, and the hay ride. Those things went on for about—at least—ten days, and we hardly ever got any rest or any sleep for that time. I imagine that the professors and the administration were fairly disgusted, but it was something that they had to put up with at that time [laughing].

They changed these events gradually, put in new ones, and took some of these out as they became dangerous or objectionable to the administration, and substituted many others that the administration liked at the time. But they soon became objectionable, and I think the University would've liked to have gotten rid of the whole thing. [Laughing] But it was impossible to do it at that time.

One thing they had at that time at the University was an upper class committee, which was the governing body, to see that traditions at the University were upheld. When a freshman came to the University, there were a lot of things that he couldn't do, and some things that he *had* to do. He had, for instance, to wear what you called a little blue dink. It was a little cap that fit on the back of your head. Every freshman had to wear that,

and if he were seen on the campus without it, he was subject to being thrown in the lake; and if he did it again, he might get paddled, and it could even get to a point where he might get what they called "tubbed." That tubbing was a real severe penalty of putting you into a tub of cold water and pushing your head under water and pounding on your stomach until you were about half-drowned [laughing].

A freshman couldn't talk to any girls [queening] on the campus, and no one was allowed to cut campus (cut across the lawn). No one was allowed to smoke cigarettes on campus. And if you did any of these and someone reported you, you had to appear before the upper class committee that would mete out the penalty. And, of course, we, as freshmen, were pretty scared about the upper class committee. Later, when I became a senior, I was a member [laughing] of the upper class committee.

Most of these things went out of existence. They continued for a number of years, but as people came back from the war and were a little older, had been out of school for two or three years and then came back, they thought this was kid stuff, and they weren't going to put up with it. And it just became impossible to enforce penalties because they just wouldn't stand for it. So those things kinda went out of existence at that time.

I might mention just a little bit as to what these various contests were. The poster rush was an effort which was made by the sophomores to put up various kinds of posters on the campus, which, to some extent, ridiculed the freshmen and directed them to do certain things, and pictured them as kind of "lowly frosh," those that didn't know very much. And so the effort of the freshman class was to keep the sophomores from putting up these posters. They were put up on buildings, and on windows, and everything else. That

must have annoyed the faculty terribly. But anyway, it was a tradition.

The freshman-sophomore tie-up was held at night in a certain area of the quad. It seemed to be a big wrestling match where you tied up somebody and carried 'em across a certain line. The object was to keep [laughing] from being carried across that line. And the ones who resisted and were able to hold out the longest were the winners.

The cane rush was an effort made where the sophomores attempted to carry a cane from one end of the football field to the other. The sophomores would line up on one end with the cane, the freshmen on the other. And at the sound of a gun, they would both start towards each other, and usually, it ended up with a big pile up, and wrestling, and trying to get the cane, and keeping the sophomores from going across the line. Very seldom did they ever get past midfield. After a certain length of time, when the cane wasn't carried across, why, the contest was ended.

I should mention that when I was a sophomore that I had the honor of carrying the cane, and we had devised a method whereby one small group broke off from the larger group, and I was in the smaller group with the cane, and we just ran down one end of the field. Nobody saw us or touched the cane. So we got it across in about [laughing] eleven seconds.

The first few days of school, everybody was going out for football, and actually, I hadn't planned on going out for football. I thought I was too small. But I did intend to go out for basketball and track. Well, the ones in the fraternity were trying to get everybody they could to go out for football, so they persuaded me that I should go out. So I did, and I made friends with another pledge, a boy named Arden Kimmel, who was a tall, skinny kid, who didn't weigh very

much, maybe a hundred and fifty pounds at the most (and I weighed about a hundred and forty pounds). We made friends, and we sat up in the bleachers and watched them a day or so in football, tryin' to make up our minds whether we should go out, but we finally did. And early in the week, I remember there were seventy-nine people out for football. Well, there're eleven on a team, so if you picked out seven teams, that would be seventy-seven people. So after they'd practiced a little bit, the coach was going to line up seven teams in order to give them plays so they could just start practicing running these plays.

Well, there were seventy-seven people picked, and there were two left. Arden Kimmel and I were the two that were left. [Laughing] He threw us a ball, and he said, "Here, you fellows practice passing" [laughing]. And that was almost enough to make us quit. We were the least likely-looking candidates [laughing]. But anyway, we stuck it out. Then, about a week later, they picked the first squad. The rest of them were what they called in those days the "goofs." And, of course, as time went along, people began to drop out until that was probably cut down closer to forty-eight. Well, we still stayed, were still among the forty-eight. There were about twenty goofs and about, well, there were probably about twenty-eight on the first varsity.

Our job as goofs was to learn the plays of the team that was going to be the opponent the next week. Our coach was one of the sergeants in the military department. He'd give us the plays, and we'd practice on them on Monday, and then we'd scrimmage the varsity on Tuesday and Wednesday with these plays. And we took quite a beating, but we got lots of wonderful experience because we got St. Mary's plays [laughing], and California's plays, and their formations, and other teams' plays, and we got wonderful experience.

Well, as the season wore along, different ones got discouraged and dropped out. And one day, we were scrimmaging the varsity, and all of a sudden, Courtright said, "Hug, go in and tell the manager to give you a varsity suit!" And that was one of the [laughing] biggest thrills of my life, really.

So I went in and told the manager to give me a suit. (And that was about on Wednesday, I guess.) Anyway, they were playing the Utah Aggies here at the University on that following Saturday. I hadn't played with the varsity at all—didn't hardly know the plays. But anyway, I didn't get in until the very last. With four or five minutes left in the game, Ed Reed got hurt, and the coach put me in there in the game. I was really scared to death, and we were on defense at that time. There was just about time for three plays. And they made three plays, and I made two of the tackles. [Laughing] I was really, really thrilled.

There was one more game remaining to play—at Stanford. He took the whole squad and I got to go on that one trip to Stanford when I was a freshman. I didn't get in the game, but it was a thrill to make the trip. The game ended in a tie, fourteen to fourteen.

And incidentally, Kimmel stuck out that year; and the next year, Kimmel was on the varsity. We both were on the varsity. It just seemed like a lot of these big guys that looked pretty good would drop out and quit, you know, and we stuck it out. Kimmel went on to medical school and became a medical doctor.

Of course, in that first year—oh, some of the people that they had on the team were [James W.] "Rabbit" Bradshaw, who was a really outstanding player, and Ed Reed, and [Homer] "Windy" Johnson, and [Thomas P.] Tom Buckman. [Willis] Bill Church was on the team. [Leslie] "Spud" Harrison was a freshman that year. He was not a regular.

Spud was a regular the next year. [George] "Horse" Hobbs was on the team. [Chester] Chet Scranton was on that squad, too; Chet was on the reserves, and Spud Harrison was on the reserves at that time. They were, however, on the varsity squad. Bevo Colwell and Ernest Carlson were on the team. Well, I can't remember who the others were, really. I can remember the team the following year real well.

When I went to the school for the first time, of course, I liked everything about it. I was very enthusiastic about the school—everything, I guess, except studies. [Laughing] I was a great activity hound, and I didn't hardly have time for any studies. But I certainly did like everything, and some of the profs that I had. Of course, I liked "Corky" Courtright and "Buck" Shaw. Buck Shaw didn't come that first year. He came the second year as an assistant [coach]. The school was small enough so that you knew most of the professors. I even knew the president. President Clark used to come out and watch practice, and we knew President Clark well. And, of course, I knew Prof Thompson real well. One of my favorite professors was Professor Haseman, who taught mathematics. He could scare you half to death. He'd attended school in Heidelberg, Germany. He had a scar on his cheek, and they said that he got that from dueling over there. But when he'd get angry in class, that scar'd get [laughing] real red, and [laughing] everybody'd shake in their boots. And if he asked you to put a problem on the board that you were supposed to know, and you didn't know it, you *really* were in trouble. So you didn't go to his class unprepared. But I liked him. I thought he was a great one.

In addition to teaching math, he was very interested in the student affairs, and he conducted a men's choir, and a good one. He took them around the state to visit all the



high schools at that time—did that for two or three years. And he had a real outstanding choir.

And then I know at one time I had to appear at something at the Granada Theater and make some sort of a presentation. He got ahold of me without my asking him, and he said, “Do you want come help in trying to get together what you should say?” And he helped me. He was just that kind of a fellow, you know. He was interested in helping students. But you better not come to his class [laughing] unprepared!

Then there was [J. Claude] “Geology” Jones. And actually, we called him Geology Jones. He was a real favorite with all of us. I thought he was great, too. And he was quite a bit like Haseman, although he was more easygoing.

I had Johnny Gottardi when I was a freshman. I took Spanish from him, and I liked Johnny real well. I took one course in English from Miss Riegelhuth. I wasn’t any shining light in that class, but [laughing] I liked her as a teacher.

And Dean Hall—I didn’t have Dean Hall as a teacher that first year, but I later got to like him—and Dean Traner, too. I liked both of them real well. Dean Hall was quite a character. He taught his classes by the question and answer method. He would take a subject and show you how you could develop it. One of his favorites was the battle of Bunker Hill. It took him two, three weeks to teach the battle of Bunker Hill. He’d ask every conceivable question that you could ask about Bunker Hill. He’d ask you certain questions about it and the answers would lead to another question. He finally ended up deciding that the battle wasn’t fought on Bunker Hill, after all. It was on Breed’s Hill. [Laughing] But by asking all these questions, he’d develop very interesting lessons.

There was a story that they used to tell about him as he was going downtown one time, and a bum stopped him and asked him for a dime for a cup of coffee. The dean suggested that instead, if he gave him a dime, it would be better if he bought a glass of beer than to have the coffee because there’d be more nourishment in the beer than there would be in the coffee. And he kept asking this bum so many questions and so many things about why he should have the beer instead of the coffee that the bum finally got disgusted and said [laughing], “Never— never mind” [laughing].

He was an awfully good toastmaster at a banquet. They even sent for him from back East to come back [laughing] and act as toastmaster. And he did act as toastmaster at a number of educational meetings around the state later. He was very witty.

Dean Traner was a more serious type of fellow, but very intelligent, and also, a man that was very much interested in his students, and wanted to help everybody. I took my master’s work under Dean Traner, and he worked me awfully hard. That was after I was teaching and had a family. I used to work at nights, and I’d write a certain amount, and then I’d go up on Saturday mornings and have him go over it. He *really* made it awfully tough, but he said that if I got to the point where I had to go before a committee for an oral examination, he said that if *he* were satisfied, that he would really go to bat for me, but if he weren’t, he said I’d be on my own. So [laughing] I got terribly discouraged at times, but after it was all over, I really appreciated it all.

Prof Sutherland I had in the business department, and I liked him real well. I had Miss Wier for American history as a freshman, and she was a real good teacher. Miss Wier was the one that got the Historical

Society started, and, I guess, really, it was almost started down at her house, below the University. As I recall, it was started that way, and she was the originator of the whole idea.

Oh, there was Peter “Bugs” Frandsen, who was head of the biology and zoology department. I took two classes from him—I took hygiene and then, later, took zoology. He was an excellent teacher. Most of the students who took pre [medical] work and later became doctors swore by him, and said that the background that they got from him was really terrific. He was recognized as a real outstanding teacher.

They really had some excellent teachers at that time, and it was such a small school that you got to know all of ‘em, and they all took a personal interest in everybody. It has a lot of advantages over a school that gets so large.

Then there was Professor Feemster. I took two or three classes from him, because I took a minor in political science. I majored in business administration and minored in political science and in education.

Now, he was a character, in his dress, and in his action, and his method of teaching. Anybody that tells of having a class from Feemster—they liked him, but they—[laughing] they can’t say it with a straight face ‘cause he was so *different*. I’ve seen him even get up to open a window and stand up on the ledge there, and continue to teach the class from standing up on this window ledge. (When I first had him, he was single. Then he later got married and had several children.) If anyone were talking in his class when he was trying to talk, sometimes he would never say a word, but he’d come over and stand behind that person, and just stand there, until you finally looked up to see what he was doing there [laughing]. That was enough, and he’d go back and start teaching again. He would start out with some point, and he would belabor

that real small point, you know. But he knew his stuff real well. I enjoyed his classes, and I—I can’t say it with a straight face, but I really *did*. Because of his character, he just made you laugh, kinda. One of the questions that he asked in an examination that I remember is, he gave us some reference books to read, and he [laughing] asked what the color of the cover was on a certain reference book.

About the end of my freshman year, of course, I was very enthusiastic about the school and everything connected with it. I’d had a wonderful year. I’d made the football team, the squad, and the basketball squad. I’d been picked as a member of the squad as a freshman, and while I didn’t play a great deal, at least I made the trips and I was on the squad; and it looked like, with the next year, that I’d have a real good chance of making both teams. And I was on the track team. I didn’t make any letters that first year, but at least I made the squads, which I thought was pretty good [laughing]. So I went home that summer and worked in the mill.

In following Rabbit Bradshaw, who was, of course, the real outstanding player—one of the outstanding players on the coast—I got the nickname of “Bunny Hug”. That kinda followed, in a sense, after “Rabbit”, because I was expected to take his place. And also, there had been (it kinda fit in, too) a dance known as the “bunny hug” earlier. So between the two of ‘em, why, I got that name as a nickname. A few of the old-timers still call me by that, and my wife does, all the time. When she uses that as a nickname, people don’t quite understand why [laughing].

Incidentally, I met my wife while we were students in college. We went together for about three years before we were married, two years in college. And then, after she graduated, she taught school at Gardnerville for a year, while I was teaching at Sparks. We



kept the road pretty hot on weekends between Sparks and Gardnerville. And we continued to attend University functions, and dances, and so on, for several years.

She came from Ely, Nevada. Her maiden name was Margaret Beverly. She was a member of the Tri-Delt sorority. She was a much better student than I was, and made the Phi Kappa Phi honor society. Actually, going on my college record, I didn't come anywhere near it, but in my later work, after I taught and I had raised a family partially, and went back to school to get my master's degree, on the strength of my grades that I made in graduate work, why, I was elected to Phi Kappa Phi, also [laughing]—but not on my college record.

She was active in dramatics and appeared in a number of college plays. She took up teaching, and as I say, after graduating, taught at Gardnerville in the fourth grade. We were married in 1929 in Ely. Her folks lived there, where her father was a railroad engineer. His name was Frank Beverly, and he spent one term as an assemblyman, representing the Ely district.

In my sophomore year, I came back to—of course, the big thing, as far as I was concerned—the football team. And we had quite a heavy schedule that season. We were to play Stanford and USC, California, St. Mary's, Santa Clara, University of California at Davis, Occidental, Whitman College in Walla Walla, and the Ignatian Club from San Francisco. That was a pretty heavy schedule for a school of our size because there were five teams that were really outstanding teams. As a matter of fact, California was known in those days as the "wonder" team, and they had won the Rose Bowl game the year before, and also won it this year. They hadn't been scored on by anybody for two years, except Nevada, the previous year, had scored, when Bradshaw made a long run. So when we

played California, we didn't feel that we had an outside chance of winning, but we did want to score, because nobody had scored on them at all that year, and only Nevada the year before.

So, according to the rules at that time, if you played in one quarter of the game and then went out, you couldn't go back in the game again until the succeeding quarter, so that if you came out of the game at the end of the first quarter, you couldn't go back in again until the third quarter. Well, when we started the game against California, Courtright announced the starting lineup, and it was all the second team, except Hobbs and Harrison, that he knew they knew. And they played against our second team for the first quarter, and the score was thirty-five to nothing, in their favor.

So they took out all their first team at the end of the first quarter, and then he put in all of our first team. So we had our first team against their second team, [laughing] and we scored twice, and they didn't score any more. So then, the beginning of the third quarter, they [laughing] put their first team back in again, and we played [laughing] the second half against their first team. But [laughing] anyway, we were the only team that scored on 'em that year.

The best game that we played was as USC in Los Angeles, and we were beaten, six to nothing. USC was a strong team that year. They scored their touchdown right at the very last. It was a shame that they scored it. But they made a long pass about the last three minutes of the game, and beat us, six to nothing.

There was one incident that came up at that game that was kinda funny. It was funnier to the rest of the team members than it was to me. My grandmother and grandfather lived in Sawtelle, and I had lived with them previously, as I mentioned earlier. There was quite a bit

in the Los Angeles papers, about us coming to play USC, and it had given the lineups of both teams, and quite a bit of stories about individuals, and it mentioned my name. She had read all this stuff about our coming down to play USC, and I hadn't let her know that I was coming. She was very much opposed to football. Even when I was in high school, she [was] just terribly afraid that I was going to get hurt, and opposed to it, never wanted me to play.

So before the game, when we were all dressing (the dressing room was close by the stadium), we were all dressed, and we were sitting on the floor in a sort of semicircle, and the coach was in front, giving us some last minute instructions. And kinda over to the side, right behind him, was a door that led out to the stadium. And in the middle of all of this, there was a little knock at that door. He stepped back there and opened this door, and lo and behold, here was my grandmother! [Laughing] She wanted to know if she could speak to me, told him who she was, and he turned around and said, "Hug, your grandmother wants to see you."

So [laughing] I got up and went up there, and in front of all that bunch, she was trying to persuade me not to play football, that these were awfully big fellows, and that I'd get hurt. And [laughing] I said, "Oh, I've got to play now!" [Laughing] And so for all the rest of the season, the players kept saying, "Hug, your grandmother [laughing] wants to see you."

So when we all went out, I said, "Why don't you come in and sit on the bench with the players?" [Laughing]

She said, "No, I'll just wait." And so when the game was over, she was there waiting, to see if I was all right. Isn't that something? I think between [laughing] the players and the coach, they'd never seen anything like *that*. I hadn't either.

Stanford beat us seventeen to seven. We beat St. Mary's thirteen to seven. And we tied Santa Clara, seven to seven. We beat University of California at Davis, which was close. think it was six to nothing in our favor. We beat Occidental thirty-five to seven. And we beat the Ignatian Club, but I don't remember what the score was. That was the first game, kind of a warm-up game.

There was a situation in the Whitman game that was rather disappointing to me. The outstanding player on the Whitman team was a fellow by the name of Maurice Rowe, and when I was in Oregon in grade school, we were real close friends. And we corresponded prior to this game, looking forward to the fact that he'd be playing on the Whitman team and I'd be playing on Nevada. And lo and behold, about a week before the game, he got married, quit school, and [laughing] so he didn't come. But he sent word with the players to tell me "hello."

I managed to get through the entire season, but I had developed a bad leg, water on the knee. And about the last two games, I had to keep soaking that every night to get the water out of it. And finally, in the last game, I injured it, really injured it. After the season was over, I spent a few days in the University hospital, and then I had to drop out of school and have the leg operated on. I had torn ligaments in the knee to the point where I was badly crippled. After the operation, it got all right, [but] it was of such a nature that I didn't want to take a chance on it again. So that was the end of my football [laughing], which was a death blow to me, but I did participate in track after that.

When I came back the following year, Courtright appointed me as the freshman football and basketball coach. So I coached the freshman teams for the next two years, and that's when I really decided upon what

I wanted to do. That's when I switched over into education, to—[laughing] to become a teacher and a coach, 'cause I liked to do that.

Well, even after football was over, I did act as a coach, and then I was still an activity hound, you might say, participating in 'most everything that went on, except studying very hard. I was the president, the next year, of the junior class; at that time, was president of the ATO fraternity, president of the Block N Society (I think that that was the following year, however). I was elected to Coffin and Keys, was a member of the Buck Grabbers, and was elected president of the student body in 1926. I ran against Jack Duborg, who was a Sigma Nu.

We didn't do very much in those days, so far as electioneering is concerned. That kinda came on later. We never had any posters, or any campaigning, or any speeches, or anything, that I recall. But I don't think there were very many activities that I missed up there [laughing]. I missed a few classes.

I might mention the people that were on the team that year that was the first team, at least. There was Bill Church, who was the quarterback, and spelling him off quite a bit was Billy Gutteron. Albert Lowry was from Winnemucca— Church was from Reno, Al Lowry was the fullback. Chet Scranton was one halfback, and he was from Elko, and I was the other halfback from Tonopah. George Duborg was center; he was from Reno. The two guards were Pierson and Fisher; they were both from California. The tackles were Dick Gridley from Reno, and Carlson, I think, was from Sacramento. Spud Harrison was from Reno, and Horse Hobbs was from California. Most of the rest of the members of the squad were from Nevada towns, Reno and other Nevada towns, So our squad that year was made up, I'd say, at least three quarters from Nevada, maybe a little more. And most of us

had come to Nevada because we had been down there and gotten acquainted, I think.

It was a good thing because the people in Nevada were interested in that team. People from Elko were interested in Lowry, and I like to think the ones [laughing] in Tonopah were interested in me. But then there was a period later in Nevada, where you could hardly ever find a Nevada player, the time when they went out and brought in players. Not many from Nevada came here; they went to other places.

Well, following my experience in coaching freshman football under coaches Corky Courtright and Buck Shaw and Charlie Erb, and basketball under Doc Martie, I decided to take up education with the hope of teaching and coaching in the public high schools. I had a major in business administration. I did obtain a major in education, and I had minors in political science and history. I graduated in 1927, after having missed three semesters, due to injuries, an operation, and a semester to stay out to work.



---

## LIFE AND EDUCATIONAL CAREER IN SPARKS, NEVADA 1927-1956

### TEACHING AND COACHING, 1927-1937

My first teaching job was at Sparks High School. I say my first teaching job—it was about my last one, too [laughing]! I stayed there some twenty-nine years, not quite all [in] the same capacity, but I did continue teaching there, and coaching from 1927 to 1937. In between there, after a five-year period, I was made vice principal of the high school, but I did continue to teach and to coach after that. And then I became the principal of the high school and superintendent of schools five years later, in 1937. I stayed there in that capacity until 1956, when the school system was reorganized, and the county system was put into effect. However, in 1949, I did have a high school principal. Edwin Whitehead, who had been made the vice principal of the high school a few years before, became the full-time principal in 1949. And after that, I had the one job of superintendent of schools.

Of course, in the meantime, we had continued to grow considerably, and the population in the different schools was

increased. The high school had increased considerably, and it became an impossibility to hold down both the principalship and the superintendent of schools. [They] probably should have been separated long before. But at any rate, Sparks didn't have much money [laughing], and didn't have much of a tax base, so we were forced to economize in every way we could.

Then I first started in Sparks, of course, my principal (and he was also superintendent of schools) was George L. Dilworth, who had, incidentally, been my high school principal in Tonopah, where he had held a similar position of principal of the high school and superintendent of the schools.

Then the schools were small and the towns were smaller, that seemed to be the pattern. Someone would be the principal of the high school and superintendent of the rest of the schools. And there wasn't such a problem of certification in those days. Most principals and teachers held both an elementary and high school certificate. In fact, when we were qualifying for teaching at the time I

graduated, we all obtained an elementary certificate and a high school certificate. We did practice teaching in both fields, and took work in both areas. And I'm sure that we had to take more education courses and more hours at that time than they're required to do now—at least we had to have some in both fields.

So it was lucky that I did have a certificate in both areas because when I was offered the job of superintendent of schools I had to have the elementary certificate, as well. And [laughing] they had changed the requirements by that time. But after a period of five years, you were able to apply for a life diploma, which I had done. So, while I hadn't actually done any work in the elementary field prior to that time—other than something in physical education—I'd had some of the smaller kids in that. But actually, I hadn't done any work, and it's a good thing I renewed my elementary certificate, or I'd've had to go back to school before I could've taken the job [laughing].

Some of the teachers that were in the high school when I first started there included Minnie Wolf, who was the vice principal of the high school at that time. She died shortly after—well, the beginning of the second year that I was there. She handled all the student accounts at that time, and when she died, one of the jobs that Mr. Dilworth asked me to take was to take over the student accounts, so that my one free period that I had at that time was devoted to work in the office, so I ended up without any free period. We didn't seem to think so much about the necessity of having a free period in those days as they do now [laughing]. I notice that that's part of the things that the teachers want to negotiate now, to be sure that everybody does have a free period.

Well, also, at that time, Gertrude Harris was the commercial teacher. (She later became

Mrs. Hugo Quilici.) She was an outstanding teacher, and very well liked by all the students. Dorothy Whitney, who later married Pete Youngmans, was the foreign language teacher. Leota Maestretti, who married Emory Raiford later (Leota, of course, was the daughter of Judge A. J. Maestretti) was very talented in music; and she taught music in high school, taught orchestra, and glee club, and also, did the same in the junior high school. Rolla Johnson was the band teacher, and he also traveled around and taught elementary music in the grade schools. Incidentally, Rolla Johnson was the first band teacher in Nevada. Sparks was the first school to have a band, started in 1927. Rolla taught band there for two years, and then moved to Reno, where he started the band there.

Alfred McConaughy was the science teacher. "Mac," as everyone called him, was a very likable fellow. He had the ability to get along with all of the students. And the students that ordinarily would drop out of science, Mac would be able to hold them and do the best job that he could for them. At the same time, he did a good job preparing students for college in science, too.

Waldo Hastings was the vocational teacher, taught a variety of subjects. Waldo was a very talented individual, being able to do almost anything in the way of mechanical work. He was a good cartoonist, he was a good drawer. He was a machinist by trade before he came to Sparks as a vocational teacher, was a machinist in the Sparks shops. In his classes, they did a great deal of the repair work around the schools. They built scenery for the dramatics classes, they fixed things that went wrong, they did painting—they did almost *everything*. In fact, during his time of serving Sparks schools, his classes, I'm sure, saved the school district thousands of dollars. I don't think that any other teachers today



would want to take on some of the jobs that he did in repair work, and all, but he felt that [laughing] those were the valuable things for his classes.

I remember when we built the vocational building between the two schools, between the junior and senior high school, that Waldo persuaded me to have the contract only call for the actual construction of the walls, the ceiling, and floors, and to allow his shop classes to do the rest of the work, which they did. And they did all the rest of it, including the plumbing, the electrical work, the painting, the division of the building up into classrooms, and all the rest of it. The work was all inspected by the city building inspector— did a remarkable job there, and saved us an awful lot of money, and gave his students some very valuable training. A very talented fellow that could do woodwork, and metal work, and had a good knowledge of electricity, he taught welding, taught almost any related subject that you could speak of. He had the vocational classes there. He offered a beginning vocational class, which was general in nature, and then a second year which was a little bit more specialized.

I think the Sparks High School was probably more vocationally oriented than most of the other high schools at that time. I mean by that that we had a section of our high school where students could take that type of work. And at that time, the Sparks shops offered a pretty good outlet for boys that finished high school. Many boys who graduated from high school in that type of work were able to get jobs in the Sparks shops.

Rose [M. Cologne] was the home economics teacher at that time. And like the vocational, it was well attended by the students. I would say, probably, that the home economics [classes] attracted a bigger

percentage of girls in that school than most any other high school.

One of the things that I was going to mention in regard to vocational work; quite often we found that students thought vocational work was somewhat downgrading, and there was a hesitancy on the part of 'em to take it because they thought they should take work to qualify for college, whether they had the ability or not. One thing that gave us a tremendous boost was at a time when our student body president, Bill Blake, who was a good student, and very well liked, decided to take vocational work. We hardly had enough room after that [laughing] to hold 'em, because everybody wanted to take it if Bill Blake wanted to take it. (Incidentally, Bill was killed in the war.)

I was noticing in one of the old annuals, the 1944 annual, I think, had the flag of the boys that were attendants at Sparks High School, who were in the service. I have the book at hand now, which shows there were 407 service stars representing the people from Sparks High School in the service, and the book is dedicated to those who had lost their lives. And at that time, there were sixteen, including Donald Purdy, of 1935; Darhl Packer, 1939; Richard Kellison, graduated in 1938; Lloyd Bedell, 1933; Jack Christensen, 1939; Harlan Vidovich, 1937; Edgar Corbiere, 1936; Bruce Lague, 1943; Gerald Barnes, 1943; Frank Puccinelli, 1940; Frank Gandolfo, 1943; Emile Masini, 1944. (Many people remember Emile Masini as the brother of Tosca Masini Means, twin brother.)

Going on with the faculty at the time I started in Sparks High School, [it] included James Brown, teacher of English; Helen Duffy, the girls' P. E. coach, teacher, and girls' basketball coach. We had girls' basketball in those days, which was just as important, maybe more so, than the boys' basketball. It

certainly did help attract the crowds. Mrs. [Marian] Cahlan taught algebra in the junior high school, and also, students from the high school went over there to attend her class. Mrs. Cahlan is the mother of John and Al Cahlan. Alice Maxwell was principal of the junior high school; and Mrs. [P. E.] Groesbeck was the art teacher.

I mention some of these teachers who were mainly in the junior high school, but the two buildings sort of went together at that time. The junior-senior high school setup was all on the same block, in two separate buildings. There were approximately a hundred and sixty to a hundred and seventy students in each building. The gymnasium, the home economics department, the art department, the science department were all in the junior high school building. The vocational department, music, band, orchestra, and, of course, other classrooms were in the senior high school building. There was quite an interchange of students passing back and forth between the two buildings.

Actually, it was a very satisfactory setup, and, I think, very inexpensive. Having the buildings close together, in effect, it was a “six to six” setup. The teachers, for instance, in mathematics, in foreign languages, and science, home economics, shop, art, would teach in both junior and senior high schools. There was no need to hire a double set of teachers for each. For instance, there was no need to hire a separate mathematics teacher if there were junior high school students taking algebra. There was no need to hire a Spanish teacher for junior high school ninth graders taking Spanish, for instance. A lot of these could be interchanged, so I think that we saved a great amount of teachers by this system. And this was possible because of the numbers being small enough so that they could be handled. For a school of that size, I

think it was a very good setup. It wouldn't be possible now, with the schools the size they are, but at that time, it was.

Other schools that I had under my supervision at that time was the Kate Smith School, which was on the west end of town. That held just the first three grades. The Mary Lee Nichols School was on the east end of town, and it was just handling the first three grades. The Mary Lee Nichols School (built in 1912) and the Kate Smith School (built in 1916) being at each end of town, took care of the real small children from one through third grade. And in the middle of town was the Robert Mitchell grade school, which handled from kindergarten through the sixth grade. That school took all the children in the middle of town in the first three grades, and the other small children were handled by the two small schools at either end, which was rather ideal, too, because the small children didn't have to travel very far from home, and the children in the fourth, fifth, and sixth grades could go farther. Kindergarten— there was only one kindergarten at that time, and that was located in the Mitchell school, and if people wanted to send their children, they could either have some of the larger children take them, or they could take them themselves. But even so, it wasn't so terribly far in those days, and there weren't nearly [laughing] so many cars to be afraid of. It was—really, for that size of community, a pretty good setup.

All of these schools were named after former teachers and principals. Kate Smith taught and was a principal at Kate Smith School; Mary Lee Nichols, the same; and Robert Mitchell was principal of the Robert-Mitchell School. So there was a policy started even in those days of naming schools after former teachers or principals.

The high school building was built and occupied in 1918; the junior high school



building was built and occupied in 1924. In the period from 1918 to 1924, the high school building housed both the junior and senior high school students, the junior high school being on the lower floor, and the high school on the upper floor. In 1924, when the junior high school building was occupied, then they were separated.

One of the principal deficiencies in the schools in those days—and this continued for a long time, until we got a new high school—was that they were built on just one block, and that there was a very limited amount of playground. And, of course, they were built long before there was organized football, and there wasn't a need for it, at least as much need as there was later. In the high school, as it was built, there was no gymnasium, principally an auditorium, but it was later converted to be used for basketball. There was very limited seating capacity. And that's one thing they did do when the junior high school was built. They built a rather nice gymnasium, which was used by both schools.

The football field for the high school (I think football was started about 1923) was about four or five blocks away from the high school, and was located in a cow pasture along the railroad tracks between Seventeenth and Eighteenth Streets. It was mostly grass. I'd say at least three fourths of it was in grass, the rest of it sort of grass that had been worn out. But we always used to say that this was the first—and at that time, the only—grass football field in the state. In spite of the fact that it was a cow pasture [laughing], it was a pretty good place to play football.

It was owned by an Italian farmer, and one of my first jobs was to get one of the boys who could speak Italian to go out with me and interpret the fact to this Italian that we wanted to use his field again the next year for football, and we had to lease it from him.

The present football field that they have was obtained later. It was still about three or four blocks from the old high school, but it was on North Fifteenth Street, and this property was obtained in 1932. The property belonged to a person with no heirs, and reverted to the state. The board of trustees bid the property and obtained it from the state. At that time—it was just about the time that WPA was building things in the area, and it was made into a WPA project. They put in the sprinkling system and the lawn, they built the track, and did the whole job. The work was done under the supervision of Chester [C.] Taylor, who at that time was the city engineer. Later, additional property adjacent to the field was obtained from several different owners, including a block owned by the city, where the so-called city barn was located, where the maintenance area was. It was the barn at one time, but later became the maintenance area. And we purchased that from the city, and we purchased an adjacent farm owned by the Wogans. Then we did purchase from time to time small pieces of property close by until we had, probably, a total of twenty-five to twenty-eight acres of ground. And when the new high school was built in 1955, it was built right adjacent to the high school field. It was actually built on the property obtained from the city and the block adjacent to that.

Members of the board of trustees when I went to Sparks in 1927 Archie Cross, who was president; O. G. Purdy; and Elizabeth Saxton, who was clerk. Mr. Cross and Mr. Purdy were both railroad employees, and Mrs. Saxton was the wife of a railroad engineer. Three members on the board of trustees were required by law at that time if the total school population was under 1,200—if it ever went over 1,200, then they would be required to add two trustees, to make a total of five. But it

was a long time before Sparks reached a total of 1,200 enrollment.

These members of the board had all served about ten years; Mrs. Saxton served considerably longer, because she was on the board about ten years after I became superintendent. So she served for a period of time of almost twenty years on the school board.

In 1927, Sparks had a population of just over 4,200 people. There used to be a sign at the edge of town, I remember, showing the population to be 4,205. The business section was all on one street, B Street. Sparks was the railroad division point between Roseville and Ogden. There were large shops for repair and service of trains. And outside of the business houses, practically everybody was employed in the shops or on the trains in some capacity. Sparks was a community having very few rich people, and at the same time, very [few] poor people. Most everybody working for the railroad were of about the same economic status. Maybe some of the trainmen, including the engineers and possibly firemen, were a little higher paid, but not too much more so, so that they were pretty much along the same economic status. And you didn't find many people poor there. If they couldn't get a job with the railroad, they just didn't stay.

For a few years during the Depression time in 1932 and '33, times were very hard on the people, as they were, of course, throughout the whole country. In order to give everybody a chance to earn enough money to live, the shops cut employment down so that no one worked more than three days a week. And all of the shop people were able to exist that way, although they didn't have too much. But it was a lot better to spread the work and let everybody have some. This was done, of course, to give more employment so that all families could live.

At that time, there were a few teachers who had husbands that were employed, and with the financial difficulty that everyone was having at that time, they were not too happy about wives working. The school board received so many complaints that they decided to put it up to a vote of the people, as to whether the married women should be allowed to teach or not. And the result of the vote showed that people were opposed—most of the people were opposed—to married women teaching, so the school board passed a regulation that no married women could teach [laughing]. There were several in the schools that finished out their contracts that year, and then were not rehired.

At the same time, they had a regulation that teachers must have one year experience before they would be employed on the Sparks schools. I believe at that time Reno had a requirement of two years, so that people coming out of the University would have to go out into the state in some manner and get a year's experience before they'd be employed. I think one of the reasons that this was done is that all of the Sparks graduates coming out of the University expected to get a job at home, in Sparks, [laughing] and there were some employed that way. But in order to keep from playing favorites, and all, they required that they go out and get some experience before they came back. And that way, many of them either decided to stay where they were, or they got married, or at least it cut down the number of Sparks students [laughing] coming back to teach in their own home town. They were afraid they were going to get too many.

Sparks, being a railroad town, it was, of course, also, a strong union town, and politically, a strong Democratic town by, I'd say, a large majority.

Sparks, of course, was established as a result of the railroad shops being moved

from Wadsworth in, I'm not sure, I believe 1905. Many of the older families that were there had been in Wadsworth at one time, and many houses were built on what was called the "Railroad Reserve," on the south side of B Street, with a park in between the houses and the business houses. It was a rather odd-looking community to anyone passing through, to have the business houses on one side, a park on the other side of the street, and then houses on the other side. But it existed that way for a long time, until Dick Graves came in with his Nugget, and finally persuaded the city council that the park should be devoted to a parking area. He bought up most of the houses in the Reserve and expanded his gambling activities so that the houses on the Reserve, for the most part, disappeared, and the park disappeared, as well. There is still a little bit of it left, but not much [laughing].

Well, the B Street business district continued to exist, but many businesses had to fold up, because when the new housing area developed in the north and east of Sparks, and houses after houses were built, a good portion of the business district moved out in that area. The business district there soon became larger than the downtown district. And grocery stores and things of that nature, where there was little or no parking area, soon had to give way to the stores that were located out where there was parking, and closer to the houses. I guess this is typical of almost every community nowadays. Sparks has grown from the 4,200 to, probably, close to 30,000 now (1972).

Well, going back to something in the high school, I should mention that for my first football team, the highlight was the first game in which we beat Reno, nine to six. That put me in solid right off the bat with the school [laughing] and the community, 'cause

beating Reno in football was probably the most important thing, so far as football was concerned.

I watched that game with a broken shoulder because the week before, while I was practicing with the team, I broke it. That night, when I had broken it, the kids gathered around, and they said, "Well, we better take him down to Doc Bice." And Doc [Barrett Dedrick] Bice was the Southern Pacific doctor. I didn't know anything about him, but he said, "Well, we'll have to operate on him, so we'll take him up to the St. Mary's Hospital," which was the old annex at that time. I didn't have much choice, whether to let him do it, or try to find somebody else. So some of the kids said he's a pretty good doctor, so I said, "Okay." He operated on my [laughing] shoulder, and did a good job. That was on a Wednesday, and I was out Thursday and Friday, back to school on Monday. I missed two days. And I think I'd like to mention that during my thirty-nine years in schools, that I missed five days of school, and missed two at that [laughing] particular time.

The second year in football, we tied Reno both games (we played them two games that year). We received an invitation at the end of that season from Las Vegas High School to play a postseason game there, supposedly for the state championship, although we couldn't exactly say that would be the case, because they had tied us two games. Anyway, we accepted the invitation and went to Las Vegas. I took the whole squad of thirty-three players on a bus. The bus took two days to get there, and two days to get back. We stopped in Tonopah overnight going and coming, and then, of course, stopped in Las Vegas. Well, we stopped in Las Vegas two days, also, so we were actually gone six days. And when I think back now, about being in charge of thirty-three kids for six days with no help, it

makes me shudder. But I was young enough in those days that most of the things that they did didn't bother me so much, and I thought everything was great! [Laughing]

I should mention that we won the game, nineteen to nothing. But one interesting sidelight of that game is that the now Senator Mahlon Brown was on the Vegas high school team, and he recently sent me a clipping of the game. He said that his mother had often kept clippings and things about when he was in high school, and his wife was going through an old trunk recently and found this clipping, so he sent it to me [laughing].

Some of my early players included Bill Beemer, who is the justice of the peace in Reno, and has been for a long time; Gordon Rice, a Reno attorney; Ed Cantlon, a Reno physician; Bob Guinn, who has been the deputy highway engineer, and now has an important position with the trucking industry; [Lloyd] "Toby" Guffrey, and Jack Hill. Jack Hill was quite a star at the University of Nevada, who unfortunately died shortly after his graduation. Lee Priest, who has been in the Hawaiian Islands ever since he left college; Joe Sbragia, who has held important positions in the First National Bank; Lowell Monday; Earl Seaborn and Oliver Seymour, both of whom are successful engineers; Norman Blundell, who is an engineer now; Fred Steiner; Koichi Koizumi, a Japanese boy who now resides in the Hawaiian Islands; and Paul Fontana, who was a flying ace in World War II, and is now a major general in the Marines and is over all Marine bases east of the Mississippi River.

Well, we had our ups and downs in football, some good years and some bad. I actually don't know what my record would be in the won and lost column, but I'm sure it would be on the positive side. We played Ely a tie game for the football championship

in 1935. Well, I should mention here that the school year of 1935 and '36 was probably the best year that I had, an exceptionally good year, because we tied Ely for the football championship, we won the state basketball championship, and won the state track meet.

Some of my athletes at that time were Toddy and Alf Sorenson, Walt Powers, and Blake Spears, Kemp Haight, Paul Fife, Gino Quilici, Thurman Hall, Dick Taylor, Wayne Lessenger, Paul Lessenger, Gordon Garrett, Dale Hansen, and many others that I don't recall right at the present time.

I should point out that when I started, coaches coached all three sports, so I coached football, basketball, and track— with very little help, except in basketball, in which we had an additional coach who coached the B squad. In addition to coaching, we did such things as lining the field with the help of the players. We also did the arranging of the ticket sales, and many times, even deposited the [laughing] money in the bank.

I never actually kept track of the won and lost record, but I feel that most seasons were successful in the three sports. I actually only won one state football championship, and tied another one. I won two basketball championships, and was in the finals in the state tournament on several occasions. We won one state track meet and several zone championships in basketball and track. I think that my most successful year was in 1934 and '35, when we won the state basketball championship in both years. We had thirty-nine straight victories over the period of two years. After each game, the papers would come out, adding one more string to our victory, and it got to be quite an incentive for the team to win one more.

So, after we had won the second straight championship and thirty-nine straight victories, we received a wire from Lowell

High School of San Francisco. [They] had won the city basketball championship there on several occasions, and they challenged us to a game, which we accepted, and played at the University of Nevada. We should never have done that, because we lost the game, twenty-four to twenty-one [laughing]. That ended our string of victories, so far as all teams were concerned. The next year, we went on and won a few more victories, and I think we ran it up to forty-three straight Nevada victories.

I don't know whether I pointed out before that in the early years when I was there, that most of my players on all the teams had railroad passes, since their fathers either worked in the shops or were trainmen, so that whenever we went on trips where the railroad was involved, we were able to get passes for at least three fourths of the players, maybe more, sometimes. And so we went by rail, always to Lovelock and Winnemucca and Elko. And usually, we didn't have to pay for very many players, so it was a rather cheap way for us to travel. Our basketball team always took one trip to three cities—Lovelock, Winnemucca, and Elko. And we started out, played Lovelock on Thursday, Winnemucca on Friday, and Elko on Saturday. And that made a nice trip for the boys, and they always looked forward to that. In football, we went as far as Winnemucca, since Elko didn't have a football team for a number of years. But we'd just make the one trip there, out to Lovelock on the train, or Winnemucca on the train, and come back that night.

On one of the football trips in 1932, our team was just about ready to leave. We were to leave about four-thirty that afternoon to go to Winnemucca to play football the next day. And we had just received our checks. My wife called and asked me if I'd put the check [in the bank] and I said no, I hadn't. So I was able to rush down to the bank at the end of school

and get the check in the bank just before it closed. They later told me that my check was the last one to be deposited before the banks closed, because the banks never opened again after that. [Laughing] The banks failed!

We played some out-of-state teams, not many. We played basketball against Roseville and Auburn and Susanville, and we played football against Susanville and Alturas. These were always trips that the team looked forward to taking. We went to Roseville and Auburn on the train. We took automobiles to Susanville and Alturas.

For about the first five years that I was there, the girls took an active part in basketball, and girls' basketball was about equally important with the boys'. It was given up sometime around 1931—maybe 1932, I'm not just sure—but for several years, it was quite important among the high schools. When the girls' state tournament was abolished, that sounded the death knell, so far as girls' basketball was concerned. It was felt that the tournament play was too strenuous for the girls. Many felt it was injurious to their health, and there was a lot of emotional strain attached to it. They would get so excited over the games, and many girls had fainted, and so on, that it was judged to be better if they didn't have the tournaments. And then that sort of carried over, and they felt that if that were the case with tournaments, maybe it was better if they didn't play. So, gradually, one school after another eliminated the girls' basketball. They did continue to play intramural and the classes had girls' teams. And at play days, they would play basketball against Reno and possibly Carson City. But the importance of the game became less and less. When it was operating, however, the people of the community took a great interest in girls' basketball, and they were a great drawing card. We noticed that after the girls'



teams were eliminated, that our attendance really dropped off.

I've mentioned from time to time here the different basketball tournaments. I would like to mention three particular tournaments that I remember, so far as the final games were concerned, all of which were won by one point. In 1929, Tonopah beat Carson in the final game. Carson was leading by five points, with a very short time to go, when Tonopah made a basket, which cut the lead down to three points. A foul was called at the time by the referee, and the crowd booed, and the referee said, "Two shots!" They booed again, and he said, "Three shots!" The Tonopah boy made two of the three baskets, and then as the ball came off the rim and they were fighting for the ball, he called another foul on Carson, and they made both points, with Tonopah winning the game by one point.

Well, there was a lot of argument about it, whether the referee should have fouled the crowd, the Carson crowd, because it wasn't known for sure that it was the Carson crowd that was booing. It could've been others who were not associated with the Carson team at all. But that was one tournament that was lost by—you have to give credit to the referee for that one. And that was long remembered by Carson.

Another game, played between Reno and Sparks, when Reno beat Sparks by one point—this game was very close throughout, and Reno was leading by one point when Sparks made a basket, just before the gun went off. Before they could bring the ball back to the center circle, the gun went off, and everyone thought that Sparks had won the tournament. However, the referee said that he had called "traveling" on one of the Sparks boys just before he shot the ball. And the ball had to be brought back and handed by the ref to the Reno boy out of bounds, and just as he did,

the gun went off again, and the game was awarded to Reno, with all the Sparks people feeling that Sparks had won the tournament [laughing]. It took a long time for Sparks to get over that one!

Another one was when Ely beat Las Vegas, and I think this was in 1945. Las Vegas was leading by one point. Ely shot a long attempt just as the gun went off, and a foul was called on Las Vegas. Las Vegas was leading by one point. The Ely boy made both baskets, which meant that Ely won the game by one point. The Las Vegas crowd felt that the gun had gone off before the Ely boy had shot, and they questioned as to whether he'd made a foul. It took *them* a long time to get over *that* one.

\* \* \* \* \*

Well, I'd like to mention just a little bit as to what I think might be of value in athletics. I think that athletics are great for every able-bodied boy. He becomes one of the group. It helps him to make friends, and it helps the shy boy, who doesn't have any friends. He is with the group, and it doesn't take him long before he feels that he is one of them, and he begins to make friends. At the same time, it is good for the egotistical boy who thinks that he is pretty good. He often gets beaten down to size, and it helps to put him in line [laughing]. So it helps that type of boy, as well. It makes all the boys feel that they are a part of the school. It helps to keep them interested in the school, and they look forward to an association with the rest of the players. He learns to take hard knocks. It uses up his surplus energy, and it tends to keep him out of mischief, and gives him something to do after school is out. He goes home about dark and is real hungry, and he eats a good meal; and he is tired, and goes to bed, and isn't chasing around at night [laughing]. It helps, of course, to develop him

physically, and it teaches him sportsmanship in many ways. He learns how to win, and he learns how to lose.

Injuries, I didn't feel, were too big a factor. There were, of course, more injuries in football, not many injuries in basketball, possibly a few in track, but not many, maybe a pulled muscle now and then. In football, not any great amount of injuries were serious. Once in a while, there'd be something that would take a long time to get over, but I didn't think that injuries were very much of a factor. I wouldn't hesitate to have my boy go out for football.

I felt that it was necessary to have good equipment, and we did have as good equipment as we were able to get at that time. We required all boys going out for sports to have a physical examination before they were allowed to participate. And we were very fortunate at the time that I was there, in having a doctor who was interested in athletics, Dr. Paradis. Dr. Henry Paradis lived and had his office right across the street from the high school. Dr. Paradis didn't attend all the games, but he attended all that he was able to attend. And we were very fortunate there, in that he would never accept any charge. If we had a boy injured, we took him to Dr. Paradis. He gave him first aid and tended to his injuries, and he never would accept any money from any of the boys. I don't think that we would find many situations like that—especially nowadays. We tried to show our appreciation to the doctor. At the end of each season, we usually presented him with some sort of a gift, and if we had a banquet or anything of that nature, we always invited him. He wasn't always able to come, but he appreciated it. But that was the only way that we ever paid him anything. We were extremely fortunate in that respect.

Injuries that were not so serious—I was able to handle many of those. I'd had quite a

bit of training in first aid work, and so far as bandaging and wrapping ankles, and things of that nature, I was able to do that.

\* \* \* \* \*

After I had taught about two or three years, I really planned to get a California certificate. I thought there would be more opportunities in California in one of the larger high schools, that I would be able to coach and teach there. And actually, as far as Nevada was concerned, I couldn't see where there was very much opportunity to move into a larger community, unless it would be to Reno. The salary was just about as good as in Sparks, and there wasn't much advantage in moving from Sparks to Reno. So Reno was the only thing I could see in mind at all in Nevada at that time, as I was thinking mainly of coaching. So I thought that I would go to summer school in California and get a California certificate. I did attend the University of California at Berkeley two different years, and UCLA one session. happened to pick UCLA the year that the Olympic Games were held there [laughing]. Seemed to be a very convenient time for me to go to UCLA; I spent the morning in classes, and then I would rush out to the Coliseum and see the games in the afternoon.

I would have had only a few more hours to get a California certificate when I was promoted to vice principal. That changed my mind a little bit, when I thought that possibly, I might change and go into administrative work in Nevada. I would rather have stayed in Nevada than go to California. So I changed my mind at that time. Instead of working on a California certificate, I decided to work on a master's degree here at the University. And so I started taking graduate work in the summertimes, and an occasional class on



Saturdays when I could work it in, and once in a while, a class at night, until I had gotten the required number of hours, and then I started working on a thesis.

I was assigned to Dean Traner, to work under him on a thesis. I had to do most of the work after the children went to bed, as we had three children by that time. And that makes it a little bit hard, to work in the daytime and then start working at night. But I was able to do that, and then I'd take my work up on Saturday mornings, and Dean Traner would go over the work and tear it pretty much to pieces. I'd do it over again and come back the next Saturday, until, finally, it began to take shape. The subject that I chose was the development of the high school in Nevada, which was a history of the development of the high school.\*

By the time I got through with that thesis, I think the rest of my family was about as tired of it as I was. I'll always remember that graduation, when I was going to be awarded my diploma, that Margaret brought the family, all dressed up, and she said, "We're part of this. We're going to see this thing through!" [Laughing] So they all sat in the audience to watch me get the diploma.

I never felt that I had been a very good student or had attended as much to my studies while I was in regular college as I should've, but evidently Dean Traner had recommended me to Phi Kappa Phi for my graduate work. So I was extended an invitation to that, and also became a member of that organization.

\* \* \* \* \*

There's one thought I'd like to insert in the area where I was talking about some of the problems in the Sparks High School. I'd just like to point out that, in my opinion, there really was no minority problem in the Sparks

High School at the time I was there. Sparks was a community in which there were really no wealthy people, and there really were no poor people. The students in the high school were pretty much on the same economic level—at least, more so, I think, than most communities. Most everybody there worked for the railroad. Of course, the engineers and the firemen made a little more money than those in the shops, but pretty near everybody that remained there made what you'd call a pretty good living. I'd say, except for the period of the Depression, most of the families were making a good living. And even then, the work in the Sparks shops was spread so that most everyone there was on an equal footing. When times really got so tough that it was difficult for some people to buy groceries, and so on, the shops had to cut down so that they put everybody on a three-day week. And they tried to spread the opportunity there so that everybody would get at least enough to eat and pay his rent. So except for those few years there, which were really tough on almost everybody, I think that the people in Sparks made a good living, and the children in school were pretty much on the same level.

Through the years that I was there, I remember children of only three Japanese families, and only a few Indian children, and, actually, only two Negro children. But I would hurry to say that the children were well-liked and accepted by the others without any hesitation. They participated in school affairs, and one Japanese boy was elected student body president. And the boys participated in, oh, sports, and other activities, and the girls took an active part, as well.

---

\*"The Development of the High School in Nevada," (1944).

I remember the first colored boy that we had on our football team, particularly when the team went on trips. The other students, the other players, just accepted him as anyone else, and they liked him. However, when the team went to Las Vegas, the manager of the hotel was not going to accept him, and said that he'd have to put him in another place. The other boys on our team objected strenuously, and they said that "Either he stays, or we leave." And several of the boys volunteered to room with him, and so the manager finally said, "All right. We'll let him stay."

And that night, the night after the football game, we encountered the same problem. When the team was being given a banquet in one of the hotels, the manager was going to refuse to allow the boy to come and eat with the rest of them. So the boys really objected so strongly and said that if he couldn't come, why, they didn't want to come, either. So he said, "All right, we'll let him stay."

So that was the only incident that I remember as far as our students accepting the students of other races, there just was no problem. They really were favorites, in most cases.

Undoubtedly, the numbers involved has a great deal to do with the problem. If we'd've had fifty or sixty, the problem would've been greater. But there really were no problems while I was there. So when you consider some of the problems that we have now, I think that we were quite lucky.

#### **SPARKS SCHOOL SUPERINTENDENCY 1937-1956**

At the time that I became superintendent of schools, the board members consisted of those that I first mentioned, Elizabeth Saxton, Archie Cross, and O. G. Purdy. Mr. Cross, shortly after, resigned because his work on

the railroad took him out of town most of the time. Mr. Purdy did not run again, and the new board members shortly after I went into office included Mrs. Saxton, Robbins Cahill, and Agnes Crosby.

One of the first jobs that I ran into was the need to build a school. There had never been any schools built since the high school in 1924, and here this was in 1937. So there was a period of thirteen years where there'd been no schools built, and the community was growing, school population was getting bigger. The whole Robert Mitchell School was getting unsafe and obsolete, so that it was decided by the board that we should build a new elementary school to replace the Mitchell school. We asked the people of the community to vote on a bond issue of \$150,000 to build a new elementary school, and the people passed the bond issue by a large majority, both the property owners and the nonproperty owners. In those days, and until rather recently, most of the states, I would say, had a requirement that both property and nonproperty owners must pass on bond issues. The recent Supreme Court decisions have been that a majority of all voters must pass on bonds, so that state laws have been changed so that the vote on bonds now must be by a majority of the voters [without segregating property owners from nonproperty owners].

Well, \$150,000, mentioned now as an amount to build a grade school would seem almost ridiculous. But just about the time that we passed the bond issue, the PWA had just been started by the federal government, and we were in a very good position because we *had* \$150,000, and we were in a position to apply for a PWA grant. The timing of this bond issue, and the fact that we had just sold the bonds, put us way ahead of everybody because you had to have the money in hand to match the federal grant. So if we had not had

the money in hand, we'd've had to go through a lot of time in having a bond issue and going through all the red tape that involves, and then selling the bonds, before we'd've been able to qualify for the federal money. But we had the money, and we made the request, and we were probably one of the first in the country to get our grant. We got a matching amount, so that we had \$300,000 to build the school instead of \$150,000.

Well, what it amounted to is that we built a school of much better quality than we had intended at first. It involved such things as a brick building; a slate roof, which in those days was thought to be *the* ultimate in roofing, and it turned out to be that it has been a terrific roof; tile floors throughout the halls, which, in a school building, was almost unheard of at that time [laughing]; and we had good equipment throughout the building. We built a lunch room in the building, and equipped it.

We built a three-room nursery school for working mothers, which was recommended (I'm not sure, but I think it was required in order for us to get the grant). But anyway, we built the nursery school, which included a kitchen, a play room, and a sleeping room, and the federal government paid the people to operate it. It was in existence there for a number of years until the federal government withdrew its funds, and because of the cost involved, we discontinued the nursery school. But, coming as it did, during that particular time, it was quite valuable to some of the working mothers. I have an idea that it's something that may be coming back one of these days. Well, as the community grew, and we had a need for the three rooms, we converted the play room into a kindergarten, and the other two into regular classrooms. To look at the building now, after thirty-three years of use, it would surprise most people

that it's thirty-three years old. It's still a real nice-looking building, it's well maintained, and it looks real good on the inside.

Included at that time, we built a nice auditorium, with sloping floors, and seats. It was a regular theater-type auditorium. We had in mind at that time that we would use it not only for the Robert Mitchell School, but we'd use it for plays for the high school, and they used it also, as did the junior high school. It was built to hold about three hundred and seventy people, and for years, all of the high school plays were held there. And the fact that it was a theater type, well designed for high school plays, it was very popular, and as a result, our dramatics department and our forensics became quite an important factor in the school. Under the direction of Merle Singleton, plays were developed to a point where we used to hold high school plays two nights to packed houses, and it got to a point where they almost had to have 'em three nights, in order for all the people to come and see them [laughing]. They really were well attended.

I remember the state department [of education], at the time we had that building designed, went over the plans, and they were a little opposed to us building that theater type operation in the building. They thought we should have a multipurpose-type room that could be used for athletics and plays, and so forth, as well. But the way it turned out, it was a very valuable part of the building to us, because it was not only used by that school, but by others.

\* \* \* \* \*

Tax support difficulties in Sparks is another subject that I should mention. The assessed valuation in Sparks was very low, compared to the population. Sparks had

very few industries, had very few sources of taxation that were large. One might think that the Southern Pacific Railroad Company would be a good source of tax income—but not to Sparks. The Southern Pacific railroad was assessed on the basis of so much per mile. All of the rolling stock and the shop equipment that was located in Sparks was bunched together, and all of the wealth of the company was distributed over the total mileage. They figured the total mileage, and divided up the total wealth by the number of miles, so that a certain amount was assessed to each mile of railroad. Well, as it turned out, Sparks had only twenty-nine miles of railroad, of switching lines, in the tracks in the yard. And so, for that reason, we got a very little amount of taxes from the railroad company. But counties like Elko, Pershing, and Humboldt Counties, where they had hundreds of miles of railroad running through them, not only the Southern Pacific, but the Western Pacific, benefited greatly because they had not twenty-nine miles, but hundreds of miles of railroad. We had all the kids to educate, and the [laughing] people to take care of by the city government, and yet we didn't get the value of the company.

We tried to get that changed in the legislature, and didn't meet with much success because most counties benefited by the way the assessment was based at that time. There were many counties which had lots of railroad mileage, lots of telephone lines, and lots of airline miles. All of the utilities were assessed on that basis, so that there were more counties that would benefit the way it was than there were counties that would benefit by a change. So there wasn't much chance of getting it through the legislature or getting it changed. In fact, one of the high railroad officials at one time told me that if I valued my job, I'd better keep my mouth shut.

At that time, there was no state support for high schools. The high school had to be totally supported by the counties and by the local effort, local tax. There was state support for elementary schools. This may have been a result of the fact that in the early days, a great many of the counties didn't have high schools. The first high schools were in Virginia City and Austin, and then gradually, more high schools came into existence, and a great many of them became county high schools, and were supported better in that way than most of the district high schools. This was true because their tax base was county wide rather than just the district.

It was largely through the effort of Dean Traner at the University that a formula [was created] for high school support. Through his help, and through the help of the Nevada State Education Association, they were able to get through state support for high schools and kindergarten, as well as for just the elementary schools.

At that time, counties contributed some to the support of district high schools, and then each local district levied an additional tax for high schools. And one thing that used to disturb us was the fact that people living outside the city limits, who, while they paid the county tax for high schools, didn't pay the district tax, and yet, we were required by law to accept their students in the high schools. So anyone living outside the city of Reno or city of Sparks could take his choice as to which high school he wanted to enter, and yet the people didn't pay their share of support. And this, actually, was not remedied until the county system was put into effect in 1956.

So, financing the schools, and the financing of the city government were both difficult. We tried to work closely with the city government so that we didn't take more than our share, and they were very cooperative

with us. The five-dollar tax limitation always put us in a real bad squeeze—still does, for that matter, since the overall tax is limited to five dollars on each one hundred dollars of assessed valuation. The state has first claim to tax. Then the counties and cities and school districts each make out their budget, and usually, at that time, they far exceeded the five-dollar limit. So they all had to get together and try to see if they could work out some way that they could all cut their tax enough to get under the five dollars. And it was a real hassle, each claiming, of course, that they needed the money worse than the other one, so that we had to fight that out every year in our budgets.

The one thing that the schools don't have to do now is to fight with the counties and the cities to see who's going to get a certain amount of tax. The schools are guaranteed, now, up to a dollar and a half tax, which excludes their bond tax. They can't get any more than that, but they can take it all, if they want.

Bond issues complicated the situation, too, because as you added bond taxes, that meant there was less tax for support of city and county governments.

\* \* \* \* \*

The Parent-Teachers' Association was very active in Sparks. Mrs. O. G. Purdy was the early leader. We had individual PTA's in each building, and they had a central council of PTA, which was representative of all the schools. All the schools had a representative on the central council. The big event of the PTA was the Jack's Carnival, held each year in the early part of the school year, usually in about the middle of September. The Jack's Carnival was participated in by all schools, and it was held for the purpose of making money so that they might distribute some to

every school to give teachers some additional funds to buy things for their rooms. They usually made from three to five thousand dollars, or more, during the time that I was there, and it's continued to grow, so I imagine they make more than that, now.

The first Jack's Carnival was in the Kate Smith School, started by Mary Lukens, following the idea of the various "Jacks" in nursery rhymes. The children would dress in accordance with the particular Jacks that they were representing. When this was followed by all the schools, they didn't all dress in that manner. Later, they dressed in any way that the parents wanted to dress them. Some of them dressed as sailors, as bums, as ghosts—anything that they happened to have. But they would all meet at the lower end of town, usually on Fourth Street, to form the parade, and then they would march up B Street, through the town, and then back down again on the other side of the park. The Parent-Teachers had arranged and built, through the help of Mr. Hastings and his vocational classes, various booths all the way along the park, in which they would sell food of all kinds, including pies, and cakes. All the people of the community would use that time to eat lunch downtown, after they had viewed the parade. The city officials would block off B Street during the time of the whole Jack's Carnival, and direct all traffic down C Street. Well, after the Nugget had taken over the park for parking purposes, the Jack's Carnival then had to be moved to Deer Park, and it was held there for a number of years, and is continuing now to be held there.

The Parent-Teachers' Association always cooperated very well with the schools and with the teachers. They worked with the teachers in this Jack's Carnival. They helped us on bond issues and other ways. Any way that we'd call upon them, we found the Parent-



Teachers to be very, very cooperative. I think some of our leaders had the right idea, that the Parent-Teachers' Association was not one to meet with a teacher and complain about students' grades, and things of that nature. They had the idea that the Parent-Teachers' Association existed for the purpose of cooperating with the schools, and for years and years there, it was very helpful.

\* \* \* \* \*

As far as my method of teaching and coaching is concerned, I probably was somewhat unorthodox, which might not have been too acceptable to many. For instance, members of my athletic teams called me by my nickname, "Proc," and it spread to the rest of the school even after I became superintendent. So for a superintendent to be called by his first name would seem somewhat unorthodox to most people, but it just grew up that way. I never felt that it showed any disrespect, and I don't think that the students did, either. A great many of the teachers called me that, too. It just got started [laughing] that way, and then continued. I'm quite sure that I was regarded as strict in class and on the field, in spite of the fact that I was called by my first name.

I always tried to have humor wherever I was able to [laughing] develop any, mix that in on the field and in the classroom, as well. [I] tried to be fair in meting out punishment, and I think that—at least, I feel that the students thought I was. I tried to listen to the student problems and the problems of the teachers. I maintained what would be called an "open door" policy, that it was quite easy to see me, as far as students and teachers were concerned, and I tried to listen to the problems of all of them. Many of them, the boys, particularly, came to our house on many occasions, and teachers, as well.

We had regulations, and I tried to enforce them. In all the years that I was in Sparks, I never spanked or hit a child or student. I had several teachers send students to me who thought maybe that I should, but I was able to [laughing] talk to him enough so that I felt that it did more good than me spanking him or hitting him. I often called parents in if the situation was bad enough, and I could see that I wasn't going to get all the way with the boy or the girl that I wanted to. I very frequently would call the parent in and have a conference between the parent and the student and myself. And frequently, I went to the student's home. The community, being as small as it was, I knew 'most everybody in the community, and it was really quite easy for me to go to different homes—most of them, at least.

\* \* \* \* \*

Oh, I forgot to mention—when I first went to Sparks, there was a streetcar running between Reno and Sparks, running down Fourth Street in Reno and continuing down B Street in Sparks. The streetcar line was taken out shortly after I went there, I would say, probably, in 1928.

There were also streetcar lines in Reno at that time. When I first came down to the University, there was a streetcar line running up to the University. The streetcar line that came from Sparks went up Fourth Street to Sierra Street, down Sierra to Second Street, and down Second Street to [Center Street]. It turned around in front of what was the old Golden Hotel, and came back the same route. There also was a streetcar line running out to Moana Hot Springs, and I would say that the streetcar line running to Moana serviced the people living to the south to get to the central part of town. The line running up to the University was very helpful for students.

And by the size of the community at that time, people were probably better served, so far as transportation is concerned, then than they are now.

When I first went to Sparks, the only service club in existence was the Lions Club, and was about the only service club for many years. There later was a 20-30 Club in existence for only a short time, but it went out of existence, and then was started many years later. I joined the Lions Club about 1932, when I became vice principal of the high school, and was a member in that club there for over twenty-five years.

I remember at that time in the club such community leaders as Al Blundell, who ran the Toggery, and other businessmen—Jerry Poncia, Wayne Epperson, Ed Mulcahy, Joe Jackson, who was associated with Ed Mulcahy in the *Tribune*, and at that time, was also mayor of the city. The fire chief, William Shafer, Frank Hobson. [W. R.] Bill Adams, who ran the jewelry store; George Dilworth, and Leland Fife, of the railroad company, and later—Jim Rice of the power company; Brian Laveaga, Frank Hanson, Bob Baker, Bob Adams, Claude Cauble—oh, there were many others. But one thing I remember about the railroad men is that they took very little part in the service club or such things as the Chamber of Commerce. I think they were in and out on the railroad so much that they just were not good members in that respect.

The Chamber of Commerce was organized later, and never was too successful. Businessmen were about the only ones that took part, and they were not too much enthused about it. They later joined with Reno and the greater Reno Chamber of Commerce, and now do take a more active part.

Sparks developed from a town of about 4,200 when I first went there in 1927, to close

to 30,000 people at the present time. Mrs. [Gladys E.] Huyck, who was a postmistress there, and later married Mr. Grieves, purchased a lot of property in the northeast part of the community and sold sections of it to George Probasco, who developed the land for various subdivisions, and continued to build many houses there. As he built his houses, he could see the need for a school, and he was the one and only person that ever donated land for a school. He donated sufficient land to build the Greenbrae School. I think that Mr. Probasco also donated land to the Reno school district for the Elmcrest School. When he saw that other developers were not going to do so, why, he decided that he wouldn't do it, either. But he did donate the land for those two.

I mentioned that Mrs. Huyck was the postmistress in Sparks. She was followed by Mrs. [Katie] Reilly, who was also the postmistress. And then she was followed by Bill Morby. He resigned just recently, and his position was taken over by Danny Carrara.

As the community continued to grow, I already mentioned that we had to build a new Robert Mitchell School. We built the Greenbrae School out in the northeast section, where the houses were being built. We had to enlarge the Kate Smith School, and we purchased a large section of land known as Lincoln Park, land in the eastern part of the city, with the view that we would probably have to build a junior high school there, and another elementary school. We had just completed the purchase of that site, involving about thirty-three or thirty-four acres of land, and shortly after we went into the county system, it became necessary to build a junior high school and an elementary school on that site. It's interesting to notice that the land at that time cost us about three



thousand dollars an acre. And five years later, it would've cost us about eight thousand dollars an acre.

As the community began to grow a great deal, the railroad began to decline. Steam engines were replaced by diesel engines, and it no longer became necessary to have the Sparks shops to repair the rolling stock. The diesels could run from Roseville to Ogden without a stop in Sparks, except for just minor repairs to some of the cars. So more and more of the shop men were let out, and before long, the shops hardly amounted to anything. Still—some of the trainmen still stayed there and ran to Carlin and back.

The railroad, as an employer, was replaced by the growth of the Sparks Nugget, started by Dick Graves. He first built his Nugget in what was at one time a garage, located at Twelfth and B Street. That, now, is still there, but it exists as Trader Dick's restaurant. And then, after operating there for two or three years, he built his large casino across the street, on the other side of the park, and was able, before long, to convince the city council that the park should be turned into a parking lot. The trees were cut down, and the grass covered with macadam, and parking lots made. He soon purchased most of the houses on what was known as the Reserve (railroad houses built there on the south side of the street across from the park). And he built his motel there, and expanded his casino.

Well, this took the place of the declining railroad as an employer, and operating three shifts employed more people than the railroads had ever employed. The population of the community continued to grow as Mr. Probasco built more and more houses, and Sparks became more of a "bedroom community." Because of the lack of industry, it created quite a problem, so far as taxation

for operation of the schools and the city. There were some efforts made to solve the problem by having Sparks join with Reno, but Sparks was by no means ready to do that. There was a great loyalty among the people of Sparks to continue operating as a community of their own. Action taken by the legislature in 1969 allowed the people in Reno and Sparks to vote on whether they should be joined together, and both communities voted no by a pretty fair majority. Even though much of the business was involved in Reno, there was always an intense feeling of loyalty to Sparks.

Sparks had a lack of many things. There was no hospital in Sparks, or no cemetery. It was often said that you had to be born in Reno and buried in Reno, but you could live in Sparks [laughing]. The power company and the telephone company had only small offices in Sparks where you could pay your bills. The papers, the *Gazette* and the *Journal*, were the most widely read, although Sparks did have a tri-weekly paper, the *Tribune*. There was no car agency in Sparks. The buses that ran between Reno and Sparks had their central office in Reno, and they had just stopping places in Sparks. And most of the taxes, I think, that were paid would be paid in Reno. There were no large stores in Sparks, such as Sears-Roebuck, or Penney's, or Montgomery Ward, and people in Sparks traded at those stores considerably. There were grocery stores in Sparks, of course, but no large stores. The YMCA was located in Reno. There was a requirement at one time, requiring all teachers in Sparks to live in Sparks. There was quite a limited number of doctors and dentists in Sparks, not nearly a sufficient number to service the community, so that you can see that a lack of all these important things in Sparks caused people in

Sparks to do a great deal of their shopping and their services in Reno—and yet they didn't want to have anything to do so far as [laughing] combining with the city of Reno.

\* \* \* \* \*

I would like to say just a word here about the warmth of the community of Sparks, so far as the teachers and all of us were concerned. This is probably true of smaller communities, where people all get acquainted with the teachers, have the teachers in their homes on many occasions, where they provided banquets and dinners for the teams after the season was over. I know at that time that the dramatics groups met in various peoples' homes at night, rather than the school. We often had teachers in our home on different occasions, and we often had students in our home, many times just drop-ins, and other times, we'd have parties for the teams. There was a close relationship there. I remember that when our children were born, that members of the team would come to the hospital and present a gift to the new baby. And two of our children were born at state tournament time [laughing]. On the occasion when we lost the tournament to Reno by one point, when I came home that night (Margaret had not gone to the tournament), I immediately took her to the hospital, and the boy was born that night.

On another occasion, my wife had insisted on going to the tournament. I was not the coach at that time. Mr. [Edwin] Whitehead had just taken over. But we were still tremendously interested in athletics. And between halves of the game, Margaret said, "We'd better leave and go to the hospital."

And I said, "We can't leave now. It's only the half!" [laughing]

She said, "Well, we're [laughing] going to have to leave anyway."

And as we went out—the gym, of course, was packed, and they had turned away people. As we were leaving, I remember Max Dodge, on the gate, said, "If you leave, you can't come back."

And we said, "Well, we won't come back."

So we got to the hospital just as Dr. Paradis was coming out the front door. We turned him around, and in twenty minutes, our youngest daughter was born.

We had continued to keep our interest in athletics—and, so far as that goes, all activities. After I quit coaching, I was succeeded by Tip Whitehead, who had been a coach, and had also been a principal at the Fernley school. We had been in college [together] and we had been quite good friends, and my wife and Mrs. [Gretchen] Whitehead were also good friends. We lived next door to them when they were in Sparks, and we kept up our interest in all of their athletic events for years, and we still do. We go on vacations together. He later became the vice principal of the high school, and then principal of the school. It's often said that if you go on a vacation with people, that sometimes ends a friendship, but we've gone on many vacations together, and we're still very close, friends.

A small high school has many advantages, I think, particularly for students to participate in activities, and activities create interest and spirit. Even if the students don't do anything else except sell hot dogs or sell tickets, [to] participate in some manner, it keeps them interested in the affairs of the school. Everyone in a school of this size was able to take part in some activity, and take part in the school parties. There was a closeness between the students and the faculty. The faculty also participated in all these social activities, and I felt that there was a closeness of students and faculty that, many times, is not present. Faculty members were interested in students,

and we felt that because of this interest, and because of the closeness, that there were very few dropouts in our school. When there was a dropout, we felt that it might be our fault. It was our responsibility, at least, to find out why he dropped out and to try to prevent other dropouts.

There were activities of all kinds. If a student couldn't find an activity in the Sparks High School, he couldn't find an interest in anything. In music, we had a band, had an orchestra and glee club, we had singing groups, we had music festivals. In dramatics, we had plays and forensics. In order to get more students into dramatics, we had numerous one-act plays. Some of the dramatics teachers included Randall Ross, who started in the Sparks high school the year after I did, and then later, Randall transferred to Reno. He was followed by Dick Hillman, and he was the dramatics teacher for a number of years, and then Merle Singleton.

Then there were such things as the Future Homemakers Association, which, really, was a large organization, and participated in by many girls. We had a good department there in home economics. And then there was, of course, athletics, and dances, pep club, drill team—if we didn't have it, we didn't know about it.

There was a good relationship among the teaching staff, and among the administrators. We didn't have too many administrators in those days. We had the high school, the junior high school, the Robert Mitchell grade school, the Kate Smith School, and the Mary Lee Nichols. The latter two were small schools at either end of town, and then as the community grew, we added the Greenbrae school next. Mary Lukens was the principal of the Kate M. Smith School when I first came there, and she was later succeeded by Katherine Dunn. Mrs. [Gladys B.] Putney

was principal of the Mary Lee Nichols School, and she later married Mr. Kramer, so she was Mrs. Putney-Kramer. And Inez Gillies, who had been a teacher in the Robert Mitchell School, was made principal of the Greenbrae school. John [R.] Miller was the principal of the Robert Mitchell School, at least during the time that I was superintendent. Roy Gomm was the principal of the junior high after Alice Maxwell retired. And then, Edwin "Tip" Whitehead was the principal of the high school.

Well, when we'd have a principals' meeting, there would only be about six of us there, and so it was a very informal gathering. We were pretty close to our teachers, and as I said earlier, we were invited to participate in classroom teachers' organization so that there wasn't any feeling of [an] employer-employee relationship, I don't think. There wasn't a great salary differential between the teachers and the principal. Principals at that time didn't work very long in the summertime. Their length of working was not too much greater than the teachers'. And the superintendent's contract actually didn't call for *him* to be there twelve months of the year, although I was there most all of the time—at least, almost every day, part of the time.

In respect to salaries—I started teaching for \$1,800, and I was getting a little more as a coach than most of the rest of the teachers. About the time that I was superintendent, the teachers' salaries ranged about \$2,400, the principals were up to about \$2,800, and my starting salary as principal of the high school and superintendent was \$3,300 [laughing]. Doesn't seem possible now, when you compare that to the present-day salaries. But, of course, at that time, teachers were not required to pay an income tax, which made some difference. The contribution that we made for retirement was not large; it was quite

small at that time. And, of course, the value of the dollar was a great deal more, so that the money at that time, while it seems very low, would buy probably about as much as it does today, although we didn't have the things that they have today [laughing]. We didn't feel that we *had* to have an electric stove, or we didn't have the TV—we did have radios, of course.

Another example of a closeness with the teachers—whenever we hired teachers and they were coming in by train, we always met the train. They were coming into a new town, and we tried to get them established; we had in mind places that they might stay. Actually, there was a very small hotel in Sparks, but it was usually full, so we had lined up, always, a few places where teachers might stay. And we met them at the train and tried to get them established in a place to live. We had them over to our house, and we made a special effort with new teachers, to get them established into the community.

---

## WASHOE COUNTY SCHOOL ADMINISTRATION 1956-1966

### REORGANIZATION

In 1955, the school districts were reorganized by the legislature. The legislature had appointed a statewide committee of citizens to study the possibility of reorganizing the whole school system. The statewide committee employed a Peabody educator from Peabody College, and he assembled several other educators from other universities to help in the study of the school system in Nevada, and they came up with a complete study of the state school system. It proposed that all of the some two hundred and sixty school districts in the state be organized into seventeen county school districts. And they also proposed a new finance formula.

Well, such a system appeared to have many advantages. The finance formula that was finally agreed upon provided that money would be allotted for teachers that were employed and for students in ADA. They started out by allowing \$4,000 for each teacher employed, and eighty dollars for

each student. As the years went along, and as money became of less value, and as schools began to grow, this wasn't enough. And so each legislative session, they would raise the \$4,000 or the eighty, until 1967, when they put in another formula, known as the "Nevada Plan." It was modeled pretty much after the Peabody plan, but there were some changes in the finance formula. But basically, it was still the Peabody plan.

As far as the formula was concerned, it defined what was known as a "basic need," and guaranteed to every school district in the state that much money, which was called the basic need. It required that every school district make an effort to the extent of levying a tax of seventy cents [ad valorem], and that was considered as a part of the basic need. The state would guarantee that much, and then if any district wanted to go still further, and provide more than this basic need, each district might then tax itself up to an additional eighty cents. In other words, a limitation was placed on the school districts

of a dollar and a half, seventy cents of which had to be levied, and eighty cents which was optional.

It also provided an additional five hundred dollars for each handicapped child in special education—that is, for every child who qualified and [was] certified to by a psychologist. Five hundred dollars could be allotted for each child that was taught in a special education class.

This formula tended to equalize education, not only in each county, but also, among the counties within the state. For instance, in Washoe County, Reno had one salary schedule, Sparks had another, Gerlach had another; every local district, every small school operated under a board, had its own salary schedule. And these were much below the highest schedule, which was in Reno at that time. It meant that when they went into the county system that they would all be operating under one salary schedule—that is, a teacher in Gerlach would be on the same salary schedule as a teacher in Reno. The teachers throughout the whole county would receive the same, if they had equal training and experience. In areas where they had very little money to spend on supplies and equipment, it meant that the same amount of money proportionately would be spent there as in all school districts. That is, Gerlach would get just as good supplies as Reno, and get just as good equipment, eventually. It might take a little time to work into that, but that was the idea. So that no matter where children lived in Washoe County, they were supposed to get the same quality, so far as teachers, supplies, the audio-visual equipment, the machines, and typewriters, and all the rest of it—so there certainly was that advantage.

And then we find that in Nevada, there's a great difference in the wealth behind each child in the different counties. But by the state

guaranteeing a basic minimum amount to every county, the tendency was to equalize the educational opportunities throughout the whole state. Eighty cents levied in Reno or Washoe County would probably bring in more money per child than some of the less wealthy counties, but the difference would be much less than it was before this system went into effect.

Elimination of the districts would mean the elimination of the one-room schools. I think, in Washoe County at that time, there were fourteen separate school districts, operated by fourteen different school boards, and when this new law did go into effect, this number was cut down considerably. There had been, not long before, as many as seventeen districts. I'd say that at least five or six one-room schools were eliminated, and one school board was formed. As I said, this represented Reno, Sparks, and the north and the southern parts of the county. This would mean starting a transportation system, much more than was in effect before, because children would have to be transported from the outlying districts, from the school districts which had been eliminated. So they'd have to be transported into Reno or Sparks; and particularly, if they had had a grade school going up to the eighth grade. Those children would then be transported into the junior high schools and into elementary schools, as well.

There were, of course, many objections raised when they were talking about putting this change into effect. Sparks objected to the idea, on the grounds that it—again—it would mean that possibly Sparks would be controlled by Reno. And the thought of Reno saying how the Sparks schools should operate didn't set [laughing] very well.

I, myself, was dragging my feet considerably because I had been in the Sparks



schools since 1927, of course, and now was the superintendent of schools in Sparks. I wondered what would become of me, and I didn't like the idea of being taken over by Reno, either. We objected, to some extent; at least I should say that we drug our feet a little bit. We didn't work too hard at that time in all the talk for a change.

Well, the state committee that had been appointed and had hired this Peabody group to make the study, held several meetings in the state to explain it to the people. Representatives of the Peabody group were there to explain how it would work, and there were sessions in the legislature where this group explained it to the legislators, and many of the education people were there to listen. The legislature finally adopted the whole program, so that in the spring of 1956, it was adopted by the legislature, and went into effect on March twelfth of 1956. [When the new Washoe County school board was formed], the trustees from all of the seventeen existing school districts met in Reno and determined what trustees were to serve on the new board. By law, there were to be three from Reno, two from Sparks, one from the southern part of the county, and one from the north. The Reno trustees that were chosen included Robert Drake, Gordon Thompson, and Bill Sanford. From Sparks, there was Archie Clayton and Agnes Risley; and from the Huffaker district, south of Reno, Earl Avansino; and from the northern section, Jim Burke, who was on the school board at Wadsworth. Robert Drake was elected president of the new board, and Agnes Risley, clerk. It wasn't long after that Earl Avansino resigned because of the fact that he was operating a business that did business with the school district, and iron and metal industry. He resigned, and in his place, Maurice Sullivan was appointed. Bill Sanford resigned shortly after that, and Ed Pine was

appointed to take his place. Before the term was out, Jim Burke in Wadsworth had moved to Lovelock, and he was replaced by Robert Youtz, who was an employee of the Empire gypsum company. Well, it wasn't long after that that Mr. Youtz was transferred someplace else, and Vein Cartwright, who was also an employee of the gypsum company, was appointed to take his place. Now, this took place before the next election in November. In the November election, Gordon Thompson, Ed Reed, and Ed Pine were elected from Reno; Archie Clayton and Agnes Risley were elected from Sparks; Maurice Sullivan and Vern Cartwright were elected from the rural areas. A short time after his election, Mr. Cartwright was sent to a different area, and he was replaced by Ernie Johnson. It's quite interesting to notice that some of these school board members have been on the board for a long time. Ed Reed ran for election in 1956, and has continued to serve ever since, and is still on the board after fifteen years. Ed Pine was appointed sometime after July, either August or September of 1956, and has continued to serve ever since, and is still on the board after fifteen-plus years. Dr. William O'Brien was elected on 1960, and he's continued to serve eleven years. Archie Clayton and Agnes Risley served for two terms, and they had both been on the Sparks board for a number of years. There was quite a change in the area to the south and to the north. People who have served on the school board to the south of Reno included Earl Avansino, Maurice Sullivan, Brent Abbott, Betty Cassard, and Elizabeth Lenz. To the north, besides Mr. Burke, there was Mr. Youtz, Vern Cartwright, Ernest Johnson, Ray Mallotte, and Donald Mustard, who is now serving. In addition to the people I have named, other members who have served on the board included Fred Keiper, who served one term, and was at one



time president of the board; and Dr. McQueen, who is a member of the board at the present time. It's rather interesting to note that members serving on the school board, for the most part, served quite a number of years. In addition to Ed Reed, Dr. O'Brien, and Ed Pine, who served a long time, Archie Clayton served for over two terms as did Agnes Risley and Dr. Diedrichson. In spite of the long hours and the problems that they run into, they seem to like it. They meet twice a month for sure, at eight o'clock, and the board meetings continue until late hours, one or one-thirty. They receive all kinds of problems, and people appear at the board meetings for suggestions and complaints. But apparently, these men can take it, they like it; they've been on the board for [laughing] a long time. They're good members. I might add that they're well qualified, for the most part. Most all of the members that we have had have been college graduates. They've either been teachers, or they have occupied, in many cases, professional positions. Washoe County has been extremely fortunate in getting people who are well qualified for the board. Well, the new board in Washoe County met two or three times before July in order to try to get organized, and actually, the new system went into effect July first, 1956. In Washoe County, the board selected Mr. Earl Wooster as the superintendent, and selected me as the assistant superintendent. And about the first of July, or thereabouts, I moved my office up to the Babcock administration building in Reno. My office in Sparks, which was located in the old high school, then became the office of the principal of the junior high school. The junior high school, in the meantime, had taken over both buildings that had once been the junior high and senior high school buildings. It was now twice as big as it was before, and was the only junior high school.

The new high school had been built, and they were about ready to build another junior high school out in Lincoln Park. The new law became effective in March, March twelfth, 1956, and shortly after that, the new board was organized. They had the problem of organizing the school district and getting it started for the next school year. The fiscal year started July first, 1956. So the board had the job, within the short time, of effecting a new district. At the time of the reorganization of the school system into a county system, there were fourteen separate school districts in operation under separate school boards [in Washoe County.] These included Reno, Sparks, Huffaker, Brown, Washoe, Glendale, Home Gardens, Galena Creek, Wadsworth, Nixon, Gerlach, Sun Valley, Bonham, and Sutcliff. Other school districts had been in operation sometime prior to this time, but had closed. These included Spanish Springs, North Truckee, Vista, Lawtons, another one at McCarran's ranch, Mogul (which is west, up the Truckee River from Reno), Copperfield, which was in the Stead area, and Washoe, in Washoe Valley. There had earlier been a school on South Virginia that had been out of operation, known as the Anderson school district. We later sold that building at quite a good price. One of the first problems the new board encountered was that each existing school district had a balance of funds in its account, and so it was determined that all of the balances should be transferred into one account and handled by the county treasurer. So all of the balances of the different school districts were put into one. There was a time between about May until July, where the school districts knew that this was going to happen, but none of them were able to spend the remaining balance because they were operating under an existing budget, and they had [laughing] to continue to operate under

that budget. So at the end of June, all of their balances were transferred into one account. Another question that arose was to whether the outstanding bonds should be assumed by the county district, or whether each individual district would be responsible for continuing to pay out those bonds. It was agreed that the new county school district would assume the bonds of all the districts. And this was quite agreeable to every district because it would mean that the tax rate would be less because the overall tax base would be greater. And while some of the smaller districts would benefit the most, it did benefit even the Reno and the Sparks districts, so that, actually, the tax rate was beneficial to all of them, and made it possible to lower the bond tax rate in each case. The outstanding money in the bond account was transferred, also, to one central bond fund. Not all the school districts had outstanding bond issues, however. At that time, as I recall, Reno, Sparks, Huffaker, Gerlach, Wadsworth, and Brown had outstanding bond issues. They had built schools. But Wadsworth—it's rather funny that Wadsworth would have one because they hadn't built a school for a long time, but they had borrowed some money on one occasion to try to put the old building into shape. And I think, at that time, they had about a thousand dollars outstanding. There was a necessity of preparing one budget by the first of July, and this was done. Reno prepared its budget, based pretty much on what their budgets had been before. I prepared the budget for Sparks. And we put these together, and then, Mr. Wooster and I prepared the budgets for the remaining school districts, what we thought would be needed in each of those areas, and then combined everything into one budget. Since the so-called Peabody plan which had just been put into effect required a seventy-cent tax and an allowance

of eighty-cent more optional tax, we found that we were in pretty good shape financially. That is, there was plenty of money available to make out a budget and meet all the needs that we thought we had, and still not use up all the optional tax. I know that we levied the seventy-cent tax, and we used, as I recall, about fifty cents of the optional tax, so that the tax rate for all districts went down considerable that first year. Of course, as the years went along and the district grew (and even then, the prices were continuing to rise, the need for additional equipment, and books, and supplies, and so forth), it wasn't too many years before we had begun to use more and more of that eighty-cent optional tax, until [in] a few years, it was all used.

There was a determination that had to be made on what staff to keep. All of the principals in the existing schools were retained. In the small schools that were closed, of course, there was just one teacher, and she was the principal and teacher, and we transferred her to some other area.

Most all of the Reno staff in the central office was retained. Art Swart, who had been the superintendent of buildings and grounds in the Reno district, was retained in the same capacity for the county. Rod Thompson, who had had the same position in Sparks, became the assistant to Mr. Swart; he took care of the Sparks area, Mr. Swart took care of Reno. Between the two of 'em, they worked out a system for taking care of the entire district. Ruth Wagner, who had been in charge of the lunch program in Reno, became the county supervisor of lunches, and Mrs. [Hazel] Devere, who had handled the same job in Sparks, became her assistant. Neil Scott was put in charge of transportation and pupil accounting, and Randall Ross, in charge of audiovisual work, Browning Churn, in charge of testing and guidance, John [R.]

Miller, who had been the principal of Robert Mitchell School in Sparks, was made director of personnel, and George Brighton, who'd been in Reno in charge of curriculum, was the director of curriculum, with Rose Bullis as his assistant. John Fant was placed in charge of buildings and construction and obtaining sites, and he had been district superintendent of this district, under the state department of education.

Well, one of the problems, of course, was transportation. We had to change considerably, put on considerably more transportation to take care of the children in the schools that had been eliminated, and transportation became a much bigger problem than it had been before. We, even at that time, discussed and talked about whether we should own our own bus system or whether we should lease it from the existing transportation companies in the area. This has continued to be a question under discussion even up to the present time. And I think the present school board has decided that they would like to own their own bus system. There's quite a difference of opinion about that, as to whether it is cheaper and more efficient to own your own system, or whether it's better to lease a transportation system.

The school district will take on a much bigger job. They will have to buy more buses, of course, quite a number more. They will have to operate a garage and a method of servicing those buses. They'll have to employ people to maintain them. They'll have to hire the drivers. They'll have to take out all the insurance. When you figure it all out, it's a hard problem to know which is best. Some districts do it one way, and some districts do it another. But up to the present time, the district leased the buses, and I imagine from now on, that maybe the district is planning on going gradually into its own system.

Well, at the time of the reorganization, there were some objections voiced by the small school districts and Sparks, for the most part. I think, probably, Sparks, Huffaker, Brown objected stronger than [laughing] the rest of them, [and] probably Sparks, not wishing to be taken over by Reno, because there had been a strong feeling in Sparks that they wanted to remain their own city and their own school district. And, of course, in Huffaker and Brown, they had built fairly new buildings, and they were pretty happy with their own school districts. So I would say that the principal objections came from those three areas, although they were not strong objections. And after the law was passed, there wasn't anything, really, that could be done about it, other than to guard as much of their rights [laughing] as they could.

Soon after the district was organized, there were some one-room schools abolished. One such school was Washoe. The schoolhouse was located just a short distance from Bowers Mansion, to the south. It was a pretty little schoolhouse, painted white, with a white picket fence around it. And after the school was abolished, we had numerous calls from people wanting to buy the school and the land there. However, in investigating the title of it, we found that it was given by farmers many years before, that it was to be given and used for a school until such time as it ceased to be used for that purpose, at which time it would revert to the heirs. So we were unable to sell it, and the heirs claimed the building and the property.

Galena Creek was another one-room school that was abolished, and Sutcliff, located at Pyramid Lake, was a school that had been held there in a boxcar, which was the property of the Western Pacific Railroad. There were probably about seven or eight students at that

time, going to school there. They had desks, and the boxcar was fixed up as a regular school. When that school was abolished, the people preferred that their children be taken to Bonham school, which was located about thirty-five miles northeast of Pyramid Lake. We had thought some of transferring the students to Sparks, which probably would be about the same distance, although not quite as close as some of the students lived, but the roads were better. However, the people preferred to go to Bonham, so that's where we took them.

None of the teachers of these schools were eliminated or dismissed. They were transferred to other areas. And most of them were good teachers. They were older people who had been in teaching for a long time. [Schools] abolished later by the school district included Glendale, which was located just about three miles from Sparks, and Home Gardens. The Home Gardens school was built by the people in that community when that area was developed. The people pitched in and built the school themselves out of an old garage. It was a two-room school, and was sold later, and the children brought to Reno. The Bonham school was later abolished.

Oh, I should mention some of the problems that we had in some of the outlying areas. For instance, I'd like to mention maybe some of the problems that we had in the Gerlach-Empire area. Empire is about seven miles away from Gerlach, and most of the people in that area live in Empire, and work there in the Empire plant. I'd say that at least three-fourths of the children that attended school in Gerlach came from Empire. A few years before we went into the county system, the high school, which was located in Gerlach, had burned down, and a new school had been built there in the early '50's. I'm not sure of the date, but it was just a few years before we

went into the county system. But the people in Gerlach had enough influence that they got the school built back up again there in Gerlach, in spite of the fact that most of the children lived in Empire. Well, as a result, all the children that lived in Empire were bused to Gerlach. So we had a situation where at least three-fourths of the children were having to ride the bus to get to school.

Well, after the county system was formed, it was decided before too long to build an elementary school in Empire. And the school at Gerlach was quite crowded, anyway, considering the fact that the community of Empire had grown considerably. We built an elementary school in Empire, which would house from kindergarten through the sixth grade, and then decided to use the school building in Gerlach for students from grades seven through twelve, so that it really would be a combined junior high school there in that building. And the number of students, from grades seven to twelve, just about comfortably filled that school. So a school was built in Empire to house from kindergarten through sixth grade.

The schools were very important to the people in both communities. Of course, they didn't have too much in Gerlach, and the people that lived there didn't want to lose the school, didn't want to see it moved out of the community. So by settling it on this kind of a basis, most everyone was happy. The Gerlach school was fairly new, and to utilize it in this manner, of from grades seven to twelve, seemed to please the people in both communities, and to start a new grade school in Empire, seemed to greatly please the people there, too, because the children could walk to school from their homes, and the school was built real close there.

We built dormitories in Gerlach for the teachers, and we had dormitories in Empire

by reason of having moved some houses from Babbitt that were on sale to the school district.

Getting teachers to go out to Gerlach and Empire was somewhat of a problem. We had better luck there if we were able to get a man and wife to go as a team. We did have several situations like that, where one of them might teach in Gerlach and one might teach in Empire, and maybe both of them would teach in the high school. But at any rate, that was about the best way that we could get people to go there.

While this was a long ways away from Reno, probably a little over ninety miles, we did try to keep in as close touch as we could with them, to make them feel that they were a part of the county system. Staff members often visited to the schools. We had somebody going out there almost every week, either in respect to the curriculum, or the audio-visual man would go out with films and help them use those types of materials. And the man in charge of testing and guidance would go out occasionally. And, of course, our man in charge of repairs would have to go out once in a while. And we instituted a lunch program there, and, of course, supplies had to be sent out every week.

Repairing the buildings was somewhat of a problem from that distance away. Occasionally, we had to send somebody out there for such things as repairing a furnace. But often we were able to use people from the U. S. Gypsum Company there at Empire. Some of the mechanics were able to help us out in the repair of a lot of the equipment. But sometimes we had to send people out from Reno to repair some things, like the furnace.

Well, the high school participated in many activities, and kept in touch with other parts of the state. They participated in basketball, and track meets, and later on, even instituted football. They were quite pleased by the fact

that we started a hot lunch program out there, and this was particularly good. This was done in Gerlach. This was particularly good for the people who had to take the bus and travel from their homes to Gerlach. And, of course, it wasn't needed in Empire because the school was close enough so that the children could go home at noon.

We had quite a few problems, also, in Nixon; Nixon, of course, being a community of Indians. There were no Indian teachers available, no trained teachers that we knew of, nor did we receive any applications from Indian teachers. So they had to be regular teachers. And the living conditions there were not too pleasing to most people. There was one nice building there where the teacher and his wife lived. There again, we had to get a man and his wife. There was a nice school building there, but the fact that the teachers had to live in the community didn't appeal to them very much. For two or three years, teachers did live there, but we had great difficulty getting teachers who would live in the community. And we finally settled on the idea that we would allow them to live in Reno and commute to the school. The Indian people didn't object to that, so that was the way that we did it.

We operated a two-room school, grades one through four— grades one and two in one room, three and four in the other room. The children in the fifth and sixth grades, we transported to Wadsworth, and the children in the seventh through the twelfth grades to Fernley. We made an arrangement with Fernley, which was in Lyon County, that they would accept children from grades seven through twelve from Nixon and Wadsworth and we would pay them tuition for each child.

We did have to operate a bus, even around the district of Nixon, because the people lived quite a ways from the school. And we had



one bus traveling to Wadsworth and Fernley. Children of high school age and elementary age, going down to grade five, were on the same bus. And this did create some problems because normally, it operated better with grade school children on a bus, or strictly high school. And when you mix the two, you frequently have the larger children picking on the smaller children, and we had lots of complaints and lots of problems because of that wide age range riding on the same bus. But there weren't enough children being transported that it would hardly pay us to put on an extra bus. But the best bet was to have a bus driver who had control over the children, and we gave him quite a bit of authority, and let the children know that he did have such authority. So he got along fairly well on the basis.

The Indian children got along quite well in Fernley. They were pleased with the Fernley schools. We did have some problems and complaints of the Indian children going to Wadsworth at first. Wadsworth didn't have too much to offer. The teachers had been there a long time. The teachers, themselves, at first, were not too satisfactory. For the most part, they were older teachers who had been there a long time, and in two cases, were of retirement age, and were not too satisfactory.

In the early part of the county system the teachers in Wadsworth gave us considerable trouble and there were lots of complaints. In one case one teacher was also a minister who was conducting church services in her trailer on Sundays. This brought about many complaints and we had to stop it. But we did know that we got lots of [laughing] complaints at first, but things began to straighten out.

They had a large, antiquated, two-story stone school building there [in Wadsworth], built in the 1890's. And it had operated originally for both high school and elementary.

There was a gymnasium there in connection with the school that was built by the WPA in the '30's. And while it wasn't anything very fancy, it was a gymnasium in which they were able to play basketball. It was built at the time that Wadsworth did have a high school there, but it was used, to a large extent, also, by the people of the community.

Well, actually, while the school building and the gymnasium, by the standards of other parts of the county, in Reno and Sparks, were very poor, the people in Wadsworth thought they were pretty good. They really were [laughing] about the best buildings in the community! And when we talked about even abandoning the school there and closing it up, that was quite a blow to the people in that area. They didn't like it. And they fought hard to keep that school alive.

Actually, there were only a few children in each class, running from about five to seven in each grade. So it was necessary to combine grades, and we talked about being able to give them a better education if we were able to either take them all to Fernley, or take the larger children to Sparks. But they fought to keep just as many as they possibly could at home. The arrangement that we finally made was to take the seventh through twelfth grades over to Fernley, and keep the first six grades at Wadsworth. Bringing the children in from Nixon in the fifth and sixth grades made those two grades of a fairly respectable size. The first and second grades we had to combine, as well as the third and fourth.

Years before, they had been able to drill a well on the school grounds and had gotten good water. This was not the case in other wells that were drilled in the community. We had a water pump and a storage tank there on the school grounds, and it served as drinking water for a good many of the people around that area. And it was not unusual to see people

over there with containers pumping water to get their drinking water, [laughing] from all over that area.

In order to keep the school going, actually, there, we had to spend quite a bit of money on the old building. We had the building examined by an engineer, and while he didn't actually condemn it, he said that it should be condemned unless we made some corrections and strengthened the building, which we did. We had to spend money in building fire escapes, improving the heating system, strengthening the stairs and building, improving the lavatories, and many other things. If we'd've actually had our choice, without considering the feelings of the people in the community, we'd've probably just abandoned the whole building. But we did repair it to keep it up to standard—the best standard we could without spending too much money on it.

Actually, we did have to spend quite a bit of time in getting title to the land there, on which the building was located. Apparently, the building had been located on Indian land, never been transferred, and the school district never did have title to it. And so we made application to a federal bureau, and finally did get title to the land.

Well, in addition to closing some of these schools, it wasn't too long before it became necessary to establish schools at other areas. For instance, the growth in the outlying areas, such as Lake Tahoe and Lemmon Valley and Pleasant Valley, at Empire, and to enlarge or build new schools at Verdi, Brown, Sun Valley, Gerlach. I think one of the places that really caused us problems at first was at the development at Incline at Lake Tahoe.

At the time we went into the county system, there were only a few children living at Incline, and we had made arrangements with the schools at Kings Beach to transfer

the students over there, both the elementary and the high school. And as Incline grew, there was more requests from the people there to establish a school at Incline. The tuition charge to us from an out-of-state school was quite heavy, and we felt that while the cost of building a school would be quite an amount, still, we began to feel, as the population increased, that maybe we should build a school there.

Well, we decided to do that, but before we got the school built, however, we leased a building, and had school in that building for the elementary schools. It was a four-room school with two grades in a room. Then we decided to transport the high school students from Incline down to Wooster High School. At that time there were only a few. And then, as the community grew, we did build an elementary school at Incline. By that time, the population had increased considerably. And as they continued to grow there, why, the high school problem became more acute.

So at the time, before we decided to build the school, we were in contact with the developers at Incline, and we bought one elementary school site and took options on three other sites, including a high school site. And as Incline grew, and the number of high school students grew, it became necessary to haul two buses of them down to Wooster, and we thought, then, we'd better start building a high school. So we started in 1966 to plan construction of a high school, and the high school was finished, I think, in 1967.

Well, the principal work of Mr. Wooster and myself the first year, in addition to preparing the budgets and determining the salary schedules, and all the other things that go with operating the schools, the board indicated that they wanted us to visit all the schools several times during the next year and to talk with the people there, and to talk



with the PTA's, and go to meetings with the people, and sell the idea of a county system. And we did spend a good part of our time that year visiting the different school districts and attending as many of their functions as we could, and tried to sell the people on the idea that the county system was a good one.

There were several advantages, of course. I already mentioned the tax rate dropped in all the areas, and the bond rate dropped. Then the budgets were prepared, these outlying schools had a bigger share in the finances than they'd ever had before. They had better supplies, they had more equipment, the teachers had better salaries, buildings were repaired; altogether, there were many advantages, and the people soon learned that. And then they were pretty well convinced that we were not going to try to infringe on their rights to have a say in their school district; that we didn't want everything that was done in Reno to have to be imposed upon them. That was one of the things that they were a little leery about.

We had to establish a mail system. All of the mail that had been going to the different districts now would come into the central office and then be delivered by our own mailman. The mail would be delivered to each individual school in Reno and Sparks on a daily basis, and out as far as Brown and Verdi, but some of the schools wouldn't get the mail every day, but they never had received it every day before, anyway.

We also worked out a handbook, which had in it at that time all the board policies, the regulations that the board had decided upon for teachers and for employees. We had in it something about the curriculum and the objectives, and so on. I think the curriculum was one of the things that some of the schools objected to, in that they were afraid they were going to have to do everything exactly as Reno had done it, [laughing] and this was a

little bit of contention on the part of Sparks. When I say Sparks, I might say myself; that there were some things that were being done in Reno and some things in Sparks that were not quite the same, so far as curriculum was concerned. And we did run into a little difficulty in making sure that every school district still had some say and some rights in what the curriculum was to be.

Well, it was soon evident that the growth would mean new sites and new schools, and we began to consider the necessity of a bond issue in order to build the schools that were needed. And it was decided at that time on a three million-dollar issue. The voters approved of the bond issue by a big majority.

After the first year, the county system was pretty well accepted. As I've mentioned, there were so many things that the small schools benefitted in, and so far as the teachers were concerned, they were quite happy with the increase in salaries. Salaries were even raised in Reno and in Sparks, and, of course, in the outlying districts, brought up to the equal of them. We had, in effect, a single salary schedule which was based on years of experience and training, and in most of the outlying areas, they hadn't had a salary schedule at all. They started at a certain amount, and it didn't get raised very much. There was no salary schedule or any way to judge whether they were going to get raised or not. About the only time they ever got raised was if they were going to leave the district. Then if the board decided they were important enough to keep, why, they would probably offer them some more money. But this way, they all were operating on a regular salary schedule, and this made it a lot easier to get people to go to the smaller school districts, the fact that they were going to get as much as the people who were teaching in Reno. Well, I might say that, for me, the board meetings were

considerably different than I had been used to. I think I mentioned at an earlier time that in the board meetings in Sparks, that very few people attended the meetings, if any, and just on very few occasions, and the press did not attend. And *only* those came who had some particular problem that they wanted to put before the board, and this wasn't very often. But at our meetings of the county district, the press was always there, from both papers. The people of the area came. We usually had quite a number of citizens in the meetings, and the staff members attended, so that, actually, we had quite a number of people in attendance at the board meetings. The board room was upstairs in the old Babcock building.

I mentioned earlier that there was opposition to the consolidation and establishment of a county-wide system. I neglected to mention that petitions were circulated to initiate a referendum vote on the school consolidation. And petitions were also circulated to initiate a referendum vote on a statewide sales tax, which was really to finance the school program. Both were to be placed on the November [1956] ballot, and were defeated. Many of the school people and PTA worked to affirm the sales tax so that the money would be available to finance the county program. And people worked to defeat the referendum which placed the school consolidation on the ballot. Through the effort of people like Aleta Gray, Forest Lovelock, and Bert Goldwater, I think we could give them credit for helping to have the sales tax affirmed, and to uphold the school consolidation.

There's no question that the reorganization of the county school system equalized educational opportunity within each county of the state, and it also equalized the educational opportunities among the different counties of the state. For instance, in Washoe County,

Reno versus the small districts, or even in Sparks, there was much more wealth behind each student in the Reno area than there was, for instance, say, in the Gerlach area, or any of the other smaller districts. The county system enlarged the tax base to a county-wide tax base, and more money could be distributed to each of these local districts. This would mean that each of the small schools could have a better education. It also tended to equalize the opportunities of the poorer counties as against the more wealthy ones. This didn't mean that the counties were equalized, entirely, but it did tend to equalize them because it meant that the state gave a bigger percentage of support for the schools than it had before.

The state gave what was called a "basic need," and then over and above the basic need, each county could do still more if it wished. To have full equalization, there would have to be complete state support. We'd have to have statewide taxes, and then have them distributed back to each of the counties and to the districts within the county.

A recent California Supreme Court decision was, of course, to the effect that the present system of taxation based largely on the property tax for the support of education was unconstitutional because it didn't give all areas of the state the same tax break, that all children were not equally given the same educational opportunities.\* I think Nevada, by the establishment of the county system, was much farther along in providing equality of opportunity than most of the other states, because it did increase the amount of state support, and it did equalize within a county, and equalize within different counties of the state. I'm quite sure that if the same kind of a

---

\*Serrano v. Priest, 487 Pacific, 2nd, 1241; 96 Cal. Reporter, 601.

tax suit were brought about in Nevada, there possibly'd be a different court decision. I'm not sure about that. But at any rate, I'm quite sure that the California decision is going to have an effect in practically all the states in the country. The same suit's going to be brought in many states.

Nevada allows an eighty-cent optional tax, which, when levied, brings more money per child, in some counties, than it does in others. In respect to our sales tax, two cents is collected statewide and distributed back to the counties on the school formula basis. A one-cent tax is collected and remains in each county for the school support of that particular county. However, the receipts of this one-cent tax counts as local contribution and actually means the state puts up that much less to meet the school finance formula. Actually, the state is the real benefactor of this one-cent tax rather than the local district. Washoe and Clark counties provide for an additional one-half cent tax for the benefit of the cities. If we had complete state support, giving every district the same amount per child, it would not be equitable, either, because it costs more to educate a child in the various counties. It is not all the same in each county. There's several factors that have to be considered.

What I'm trying to say is if you collected all the taxes on a statewide basis, and then paid back to each county an equal amount for each child attending school there, that wouldn't be entirely equitable, either, because you have many factors that you have to consider. Some counties have to transport many more children than others, so the cost of transportation is a factor. Many counties have more handicapped children than others, and handicapped children cost a great deal more to educate than the normal child., And then, housing and food costs a great deal,

and these costs are a great deal different in the various counties. And then you might have to consider the percentage of high school students in one county as against the percentage in another county, because to educate high school students, it costs a great deal more than elementary. So, actually, there are so many factors to consider, if you were to just equally distribute back to the counties so much per child, that wouldn't be entirely equitable, either. So you have to do a lot of other figuring to make it equal. So I'm kinda anxious to see in California how they'll work that out, because there're too many other factors that have to be considered to be equal.

And then, another thing that will probably have to be considered in the future, if law suits are instigated in many states is the difference of wealth between the states in this country. For instance, in the state of New York, the wealth behind each child is undoubtedly a great deal more than the wealth behind each child in Mississippi, or any of the other southern states. So, what are we going to do? Just equalize the opportunities within the state, or are we going to equalize it throughout the whole United States? And if that is the case, then, we could finally come to complete federal support. And then, the question would be raised, "How do you distribute that back to the states on an equalized basis?" At any rate, I'm quite sure that the California [laughing] decision is going to bring about some real tough problems to solve.

But I think that we'd find that, going back to what I said in the beginning, that there is probably a greater equalization of opportunity for all the children in Nevada than is the case in most other states, because we're not so dependent, I don't think, on the property tax here, as they may be in other states. We have the sales tax, and a great deal of our support for education, actually, whether we like it or

not, is from the gambling tax, and the liquor tax, and things of that nature. And these are collected on a statewide basis and then distributed.

One problem that we had in the county system when we first started—I keep going back here and thinking of different problems. But one of the things that we had to decide was how far to standardize or not to standardize the schools within the county. Such things as supplies, supplying the same thing to all the schools, was a pretty easy thing to do. They all had to have about the same kind of pencils, and the same kind of paper, and the same kind of crayons, and all that. We gave those type of things. That was easy. And the same kind of equipment, so far as audio-visual equipment, and so on, and the same kind of office equipment in all the high schools. And as we supplied each school with its supplies and equipment, that would be pretty easy to standardize on.

But what would you do so far as—well, do we want to change around the grading system and just throw out everybody's grading system overnight, and say, "Here's the new grading system we're going to start in all the schools?" What kind of discipline? In Reno High School they had set up a system there, a demerit system, while they didn't have such a demerit system in the Sparks High School. Do we say that those two schools have to be carried on the same way, or do we let each one kinda go along on his own? So how do you handle such things as suspensions and expulsions? Do we leave those up to each school to decide on suspensions? And, of course, expulsions, we felt should be approved by the board, but they weren't always, because they hadn't been used to doing that.

Regarding the grading system, some schools used A, B, C, and some used 1, 5, 2, 2.5.

Some of 'em used "passing" and "failing," and a couple of others used "excellent" and "poor." There were several different systems. But in the high schools, they had somewhat followed the grading system that the University used in order that transcripts of high school graduates could be better evaluated by the University. Over the years the University frequently changed grading systems, so the high schools also changed through the years. They've used both kinds.

We decided to go slow and not make rapid changes. We didn't want to say, "Well, you've got to switch your program. We've got a new system, now we've got a county system, so you're not going to be able to go along in your own way any more because we've all got to do the same thing." But we didn't decide to do that. We decided to allow each school to kinda go along until we could get our feet on the ground and decide later, maybe, just what would be the best things to do.

But one of the things that later gave me as big a headache as anything, I think, was the demerit system in the Reno High School. The demerit system was worked out so that every student starting out had a hundred merits. And it was worked out so that if he did certain things that he would be punished; if he violated the regulations, he'd be punished so many demerits. And for instance if he cut class, that meant that he'd get so many demerits. If he cut a full day, he'd get more demerits. If he were late to class, he got some demerits. He could be given demerits by a teacher for certain things [as] not cooperating in the room, disturbing the room.

One of the problems there, of course, was that some teachers gave a lot of demerits for conduct in the room, and other teachers never did give a demerit for anything, and they handled it in their own way. But the demerit

system was a method used by a weak teacher who didn't know how to handle students in any other way.

Well, in my opinion, this caused a lot of difficulty, because when a student got down below seventy merits, he got expelled from school. I think that there were some exceptional cases made. If a student got down to seventy-five merits, he was warned, and might even be suspended from activities. He might be suspended—for example, if he were a football player, be taken off the football team, or he would be suspended and not being able to hold an office. When he went down a little further, and got down below seventy, then he was out for the rest of the year.

Well, suppose that he went to seventy. Suppose he got seventy merits, and then something happened like he was late to class, or late to school, and that called for—I don't remember, but, say, one demerit. And that took him down to sixty nine. He could be suspended from school 'til the following year for being late! That was one very unfair situation.

And one of the weaknesses of the system was that a student had no way to earn merits by being good. He may decide that he wants to behave himself and he wants to do better. He has no way of earning merits to bring his number of merits up. So no matter how good he conducts himself, he can never get his merits up any higher. Then he might do something that would be unfortunate that he didn't intend to do, and still get his demerits down to a point where he was below where he could stay in school.

Well, I felt there were a lot of cases there that were unfair, and certainly, they did cause an awful lot of trouble. We had one board meeting, I remember, where a number of parents were really disturbed about this

demerit system. And we had a couple of school board meetings that lasted for several hours, in which the principal of the high school and a number of his teachers who supported the system were seated on one side of the room, and the parents who were protesting the system were seated on the other side. And it really was a hot argument! And it was a difficult situation because we actually had—one or two members of the board who were in support of the program [laughing]. So we had a division on the board.

But to me, I felt—. Well, this was one difficulty that I experienced with the Reno High School, which was most unpleasant, because I was not sympathetic to the system. And I thought, and I always felt, that there were ways of disciplining somebody in a better way that would do more good. A student that might go along for most of the year and not have any demerits, and then decide, near the end of the year that he could afford to cut school a few times and it wouldn't hurt him any, could do that if he wanted to. But, of course, a student generally didn't do that.

I always felt that suspension for short periods of time was all right as a disciplinary measure in many cases, but expulsion certainly should be the last resort. But under the demerit system many times a boy was suspended at the end of the year until the fall semester. Well, in my mind, that wasn't suspension. That was expulsion from school for the remainder of that year. And he, in most cases, had lost most of his credits. He's lost all of a semester's credit work, so that when he comes back in the fall, he has to start with those subjects over again. So, really, it amounted to him losing the year, a year's work.

I always felt, too, that a short suspension, if you had to, was all right. For instance, if



you wanted to suspend a student for a day or two, if you had worked, if you had talked to him, and you had tried to correct whatever he's doing, and you couldn't reason with him, that maybe you could, if you got his parents there and explained the situation to them. So you might suspend him until he came back with his parents, as a means of getting to him. And if the parent and the student have good rapport with each other, and the parent was sympathetic to what the school was trying to do, you often met with good results. On the other hand, if you found a parent that was not sympathetic to the school and sided in with the student, why, that was not good, either. But we didn't run into many like that.

Some of the coaches use a method there of actually expelling a student from a team—or using a more familiar word, “kicking him off the squad”—if he did certain things. If he violated, maybe, a training rule, stayed out later than he should have at night, or he did something there that was in violation of a regulation that the coach had set down, he often was expelled from the squad. I always felt that rather than kick somebody off of the squad entirely, that you might say to him, “Well, now, here's an important game coming up, and you violated the rule. You don't need to get dressed for this particular game, but you can come back the following Monday if you've decided that you want to do like you're supposed to. But you can sit on a bench, if you want to.” And for him to sit there on the bench and watch that game is, in most cases, it drives him crazy. He thinks that he [laughing]—he sure wishes he could get into the game. And if they happen to be lucky enough to win the game without him, it makes it just that much better. And he sees that somebody is about to successfully take his place on the team, he's liable to come back and be a pretty good boy.

On the other hand, if you expel him from the team for the rest of that year—and I've seen this case—this happen so many times—he develops an attitude of “I don't care,” and you have nothing in school that interests him now. And it really hurts him a great deal. It doesn't do him any good by kicking him off. Now, if he's a repeated offender, and you just haven't got a chance with him, then maybe you have to resort to something like that. But I always felt that the same thing would be true in athletics, or in school attendance, that rather than expel, that it would be better to try to suspend or use any of the other methods rather than expel. And this was one of the real problems, as far as I was concerned, with the Reno High School, which had a different system, different philosophy in dealing with problems than I had. And I just couldn't agree with them. This was one of my big headaches. Now, I don't know whether I should say this type of thing or not. But it really was true.

## **BUILDINGS AND PLANNING**

The district at that time, in 1956, when we went into the county system, had approximately 12,000 students, and in a ten year period, it more than doubled, went up to 27,000 students. The three million-dollar bond issue was put up to the people and was passed, and with that, we planned on purchasing a number of sites, and also attempted to build where we needed schools the most. In spite of the fact that the Reno High School building and the Sparks High School building had been built only a few years before, and the Anderson grade school, and Vaughn Junior High, and Greenbrae School in Sparks, Elmcrest School in Reno, Libby Booth, and Echo Loder, and some of the others, including Sierra Vista, and Peavine, and Hunter Lake, had just been added a few



years before, there still was a great need for more buildings.

The first sites that I recall we acquired were those on which later was built the Jessie Beck School, and Glenn Duncan School in the northeast area of Reno. And these were the first elementary schools built.

There seemed to be no further need for the old Southside School, located where the present city hall is located, and the board suggested that we try to sell this Southside School, and asked that the city be approached to see if it would be interested, because at that time, the city was talking about building a new city hall, and this might be a good location for it.

The city was interested, and a trade was worked out with the city, whereby the city received the Southside building and the annex that was also on the site, and all that entire block of property. And for that, the school district received approximately twenty acres in the northeast, on which the Glenn Duncan School was built, and the Traner Junior High School. And in addition, the site where the Hug High School now is built, that, and approximately \$200,000, which money was to be paid to the school district over a period of ten years.

There was some criticism at that time, that the location where Hug High School was to be built—although we hadn't decided at that time—that maybe this was not a good location because it was too close to the old city dump. But, of course, it really wasn't on the dump; it was off to one side. And the dump was covered over so that right now, it appears that that turned out to be a real good location. In fact, in order to secure forty acres of ground, there wasn't anything that we could find within that close an area that would do as well. And with the building that's gone up in the northeast, and so on, it seems now that has turned out to be a real good site.

A forty-acre site was purchased from Mr. [Marshall] Matley, where the Wooster High School later was built. It's rather interesting to notice that this site was purchased for about \$4,000 and acre, at a very great savings, because it wasn't very many years that that property was selling for up to \$20,000 an acre. I might point out, also, that over a period of about ten years, that over thirty-five school sites were purchased, and almost as many buildings built at a great savings at that time. We felt that one of the things that we had done that really saved the district a great deal of money was the purchase of sites in advance of when we were going to build the buildings, before land values rose so much.

In this ten-year period, we figured that there were more schools built than all the previous time put together, and it was necessary, with the growth at that time, to acquire these sites in advance—well in advance—before the price rose, because if anyone got the idea that we were going to build a school, the price generally went up considerably. And as soon as the school was built, although some people don't like to be near a school, many other people like to be within a reasonable distance, and whenever a school was built, it's almost a certainty that the area around is going to develop. That was almost *always* the case.

After Stead was abandoned, there was a decline in the population of the area, and the whole Reno area felt the impact of that many people leaving, and that big a payroll leaving the area. But up to that time, we had approximately 27,000 students, and at the present time, we have—it's been over a five year period, and I notice that they expect something over 27,000 students to be enrolled this coming year, so that it's just about taken five years to gain back the loss of Stead. But it appears now that there's going to be a real

growth in the next few years. And the school district, of course, has just passed a \$25 million bond issue, realizing that they're going to need this to keep up with the growth.

Well, schools—I might mention here the schools that were built included Glenn Duncan, Roy Gomm, Jessie Beck, Mamie Towles, Echo Loder, Roger Corbett, Pleasant Valley, Stead, Libby Booth, Smithridge, Lincoln Park, Verdi, Lemmon Valley, Sun Valley, Alice Maxwell, Agnes Risley, Incline Elementary School, Incline High School, Lena Juniper, Grace Warner, Florence Drake, Rita Cannan; most of these, of course, being elementary schools, outside the Incline High School. And then junior high schools—Archie Clayton, Fred Traner, George L. Dilworth, and the Incline High School and the Hug High School had been started in 1966, were completed in 1967.

The board adopted a policy of naming schools after teachers or principals who had been in the district over a period of years. They asked us to prepare a list of people who had taught or had been principals in the district over a period of time, and from that, every time they had a new school to name, the board would consider this list, as I pointed out. But you can see from the names of the schools that I have given here, that a great many of these were named after people who had served in education. Some of the schools were named where it indicated their location, to some extent. For instance, the Pleasant Valley School indicated that that's located in Pleasant Valley, out south of Reno about fifteen miles; the Stead school, indicating the location of Stead; and Incline. The Glenn Duncan School, of course, was named after Glenn Duncan, who was state superintendent, had previously been a teacher in the Ely High School. Glenn Duncan did a great deal of work in the short time that he was state

superintendent. He was the one that pushed the sales tax harder than anybody, and if any one person deserves credit for its passage, I think Glenn Duncan contributed as much as anyone.

Roy Gomm had been the principal of the Sparks Junior High School; Jessie Beck, Mamie Towles, Echo Loder had all been teachers and principals in Reno schools. Roger Corbett had been principal of Reno High School and assistant superintendent of Reno schools. Libby Booth had been a former teacher in the Reno schools. Smithridge, Lincoln Park were named to indicate their location, [as were] Lemmon Valley, and Sun Valley. Alice Maxwell had at one time been principal of the Sparks Junior High School, Agnes Risley had been a teacher at one time, and later served on the school board in Sparks for a number of years, and also as clerk of the board in the Washoe County School District. Lena Juniper had been a teacher in both the Sparks and Reno schools. Grace Warner had been principal of the Orvis Ring School for a number of years. Florence Drake had been a teacher in the Robert Mitchell School, oh, for a long number of years, and Rita Cannan had been a teacher and principal in Reno schools.

Archie Clayton had been a member of the school board in Sparks and in the Washoe County School District. He had been president of both boards. Fred Traner had been the dean of education at the University of Nevada, and George Dilworth had been superintendent of schools in Sparks.

I think that the school board might receive credit for two things, which were, I think, of great savings to the school district. One was the advance purchase of sites well in advance of the time that they were needed for schools, when they could be obtained at a much lower price than they would have been later. And the second was the adoption of standard building

plans. When the first few elementary schools were built, it was decided that they would continue with these same unit plans, and arrangements were made with the architect that, while the first plans for the original building would be at six percent, that any additional buildings using the same plans later would be at two percent. So there was a savings on the architect fee of four percent on each of the buildings that were built. At a later time, the same thing was done with junior high schools. And about five junior high schools were built on the same plans, and the Wooster and Hug high schools were built on the same plans.

I think that probably this has been a very good thing up to this point because there were so many buildings built with in that period of time. And, of course, as time goes on, the curriculums change, and the needs change, and they probably wouldn't want to continue with the same type of plans. And I'm quite sure that the school district now feels that maybe changes should be made to meet the needs of a different kind of a curriculum that may be coming, so that they probably may not follow the same plans. Maybe they'll adopt a new type of plan and follow that for a few years. I'm not sure.

In planning these sites, I should mention that we had great help from the planning board, Mr. [Richard J.] Allen and his staff. We met with them frequently and as individuals, and we also had them appear before the board on many occasions to tell us where they thought the development of the community would be, where we'd probably need schools the most. When new subdivisions were talked about and developers came to them, they pointed out to the developer that a school would be needed in this area, and helped to make it easier for us to purchase the site from the developer. With the planning board's help,

we were able to line up sites and make it much easier than we would've been able to without their help.

Well, it wasn't too long after we'd moved into the Babcock administration building, and as the district grew, and we added personnel, that the old administration building was inadequate, so far as size is concerned. In fact, when we went into it, it was really filled to capacity. We had people working in the board room upstairs, and whenever we'd have a board meeting, we had to clear out those offices and move some of their desks, and so on, so that actually, as time went on, just two or three years, we began to figure that we were going to need a new administration building.

In looking for a site, we felt that maybe [we could use] the site up on Ninth Street, where the district owned approximately nine acres of ground, which had been the football field for the Reno High School when that school was located on West Street. Like Sparks, when high schools were built back in the early 1920's, it wasn't felt that football fields were necessary to have adjacent to the high school, nor did they feel that there should be much land adjacent to a high school. So the old Reno High School was about in the same fix as Sparks High School. And when they finally did obtain a football field, it was located many blocks away from the high school, so that the teams had to go back and forth to practice.

Well, the school district really didn't have any need at that time, then, for the football field, so we decided to build the administration building there, built the administration building and a warehouse on the grounds, and still had quite a softball field in the back. We intended to probably take over the softball field at a later time as we needed to expand. Because of the lack of softball fields, and so on, we were persuaded to leave it there as long as possible. And it's

been used ever since, and it's still in existence. But I have a feeling that one of these days, it's going to have to go [laughing], because the school district is still expanding and will need it.

Well, since that time, since we built the administration building, it already has been expanded. We built it with the idea that wings could be put on it, wings could be extended back. And last year or the year before, these wings were built, and the building has been enlarged. There still is quite a bit of room for it to be enlarged, as yet.

Well, while we were building buildings and acquiring sites, there were some of the buildings and schools that were becoming obsolete, because of their age, and also because of the location of the buildings. In order for us to dispose of any buildings, the law required that they be sold for cash, and that there was no provision for any real estate fees. This made it very difficult to sell buildings of any great value, and any property that was of any great value. For instance, the Northside Junior High School, in its location, where it had been built somewhere in the early—I think about 1922 or '23, was located in that area between the railroad track and the busy Fourth Street. At the time it was built there, of course, Fourth Street didn't amount to too much, and there wasn't too much traffic, but there was a lot of railroad noise, and in my opinion was a poor location. The selection of that site, even at that time, would be questionable today.

But, anyway, I started to say that the value of that property, when we had it assessed, was something like \$867,000, and that was about twelve years ago. It'd even be worth more than that now. But when you think that we had to try to sell that for cash, you can imagine it would be rather difficult. We were fortunate, however, in finding a buyer who was willing to pay cash, but we had an awful time trying

to sell. But we did, at that time sell it for \$867,000, as I recall.

Later when I was a member of the legislature, I introduced a bill which allowed the school district to sell land or buildings over a period of ten years—and to allow them, also, to pay a fee to a real estate agent to help sell it. They still could sell it, themselves, if they found it possible. But by being able to sell it over a period of ten years, made it much more likely that they could sell the property.

Well, some of the sales that we did make, that I recall, included the Southside School, as I mentioned before, which was a trade with the Reno city; the Anderson School on South Virginia; the one-room Mogul school building. The property there had originally been given to the school district. This was not the case in many one-room schools because the land had been given by some farmer or two farmers, usually involving about one acre of land, where the school district could build a building, and then, if it were ceased to be used as a school building, the land would revert back to the owner or his heirs. We sold Home Gardens, the Sparks High School, and the old Reno High School on Fourth Street. That Reno High School was very difficult property to sell. Part of the land was sold, but they couldn't sell it all, and later, after I retired, they changed so that they tried to sell it in parcels. And they were able to sell a part of the land, and received a very good price for it.

There was some criticism of the sale of that building and property and of the old Reno and Sparks high schools. But when you consider the low original cost and the number of years they were used seemed to make the sales very good deals. I do know that for the Sparks High School building, the total cost in 1918, was \$90,000. And then, in 1924, the cost of the Sparks Junior High School was \$100,000.

The land at that time cost them \$1,000, so that when you consider that they had used those buildings for over forty years, and the original cost was about \$191,000, and then when they sold the land, it brought in nearly \$300,000. So it wasn't a bad deal, and I'm sure the situation was the same at Reno High School. We sold the old Babcock building and the Northside School, as I've already mentioned.

In helping to determine where our growth was, and where our schools would be needed, one of the things that helped us was the keeping of pin maps by Neil Scott. Neil worked on those quite diligently. He kept large maps current, placing pins in an elementary map, showing where all of the children lived, and he did the same thing for the junior high and high school maps. That was quite a job, but he seemed to keep it current after he once got it set up. And it showed not only the particular areas of the community where these children lived, but it showed, for instance, how many children in Lemmon Valley, and in what grades they were, and he indicated there by different-colored pins to show the grades they were in. And then he would show by figures out to the side how many first graders lived in each area. And by using that figure, we could tell pretty much what our needs would be. Those maps helped a great deal.

## FINANCE

Financial problems were always one of our main problems, even though I mentioned that the first few years, when the new county [system] was organized, that the problem seemed to be settled for a while. But as we continued to grow, and as the need for more funds, more buildings, more operational expense in every line, and more books and more supplies for more students, and more

teachers, and the need to raise salaries to compete with other districts, and all that, meant that, financially, we were always sort of struggling for additional funds. I'd say that maybe for two or three years after the reorganization that we were pretty well fixed. But then we reached the point where we had to try to get the legislature to raise that amount of money allotted for teachers and students, which we were generally able to do.

The five-dollar constitutional limit was always something that we had to fight.. We had to keep within that. The county school district could not levy in excess of a dollar and a half for school support except the bond tax which was in excess of this amount. As we had more bond issues—and we had several of them—our bond rate went up, which meant that this would either put the squeeze on the county and the city, so that we tried to distribute these bond redemptions in such a way so they wouldn't hurt the county and cities. But we always had difficulty in keeping our tax rate down so that it was not going to squeeze the county and cities.

One of the things that worked a hardship on the Washoe County School District was the rate of assessment of property. There was a law—a state law—that required that all counties place their assessments at thirty-five percent of their valuation. And any county that was below that percent was penalized, because in figuring receipts, you had to use the higher value. If we were, for instance, found to be assessing at thirty percent instead of thirty-five when we made out our budget, we had to use the higher valuation, as though it had been at thirty-five percent instead of thirty. This meant, then, that our local contribution would be greater, and the amount contributed by the state would be less. So for years then, Washoe County was under the average assessment of the rest of



the counties, and we were penalized from maybe \$100,000 to \$200,000 each year. We tried, in several legislative sessions, to get that removed, and finally did, so that the law was changed so that we were not penalized. And all assessments were placed at thirty-five percent, and all counties have to get their assessment up to that amount.

[Wasn't that one of the conditions on the lobbying appeal for the Peabody formula?] Yes, it was. We worked for it, but working for it and getting the assessor to assess it as high as it should have been was another thing. The assessor always claimed that his assessments were higher than the Tax Commission thought they were. But for several years it turned out that our assessments were below the average. The school people worked on the assessor, but we never got it up to thirty-five percent.

I should mention that our budget and spending, to some extent, was also influenced by federal impact funds. First of all, when the Stead base was established, and large numbers of children lived in that area, it was necessary for us to build a school to take care of them. At first, until we got the school built, of course, we had to transfer all the children into some of the Reno schools by buses. But we were able to obtain sufficient funds from the federal government to build the elementary school there. And we also received federal money for impact funds for maintenance and operation, both at the Stead school and in the Reno and Sparks area. We had to keep track of all the people who were federally employed, both at the Stead Air Base, those who lived and worked on the base, and also lived in Reno and Sparks. There were a lot of people that lived in these areas, but worked at Stead. The type that lived and worked at Stead counted double of those who lived in the community and worked at Stead. So we kept track of

the federally connected children, made out reports, and we got a considerable amount of money because these were payments in lieu of taxes. And that helped us a great deal in our finances. We received federal funds for vocational students, and we also received them for Indian students, and for different innovative projects that we wanted to start.

I should mention something about the audits that we had to go through. Well, actually, the money from the taxes and from the state funds were not handled by the district. The funds were sent directly to the county treasurer. The tax money and the state money went to him, and it was paid out by authorization from the district. This included payrolls signed by the board and any bills approved by the board. But the money that did come into the district would be such as the hot lunch money, and fines that might be collected in various ways from books and libraries, and damages to property, and so on, miscellaneous collections—and these all came into the district and were sent, then, by us to the treasurer. The high school and junior high school money that they took in for athletics and plays and other activities was handled by them, and was kept in their own accounts. They established bank accounts themselves. And that was not included in the district funds.

However, we did have audits, and an audit was required at least every two years by a private auditing firm, but that has since been changed, so that audits are required every year now. But every other year, it was required that you cover the two year period. In addition to the private audit, the state auditors are sent out by the State Department of Education, and they audit all the way through, all the year, of the state funds, and how they're used, and so on. And then, for a portion of the money that is received from the federal government, we



had federal auditors. Federal auditors would come in and audit the hot lunch and any of the projects or programs that we had from which we received federal money. And then, in the audits that we had for the private auditors, they would also audit the high school and junior high school accounts. So, actually, we had, through the course of the year, the private audit of all of our accounts; the state audits, going on all through the year; the federal auditors coming in at intermittent times; and the audits of the student accounts, the high school and junior high school accounts, so we were pretty well audited.

I probably ought to mention something here about the growing strength of teachers' associations, both on a local, state, and national level. The salary schedules were, of course, adopted on a single salary basis for elementary and junior high school and senior high school teachers. At one time, and before we went into the county system, all the districts didn't operate on a single salary basis. They paid more for high school teachers, somewhat less for junior high school teachers, and elementary teachers were lower on the scale. And they finally convinced the boards of education that an elementary teacher was just as valuable and should be paid just as much as the junior and senior high school teachers. And finally, single salary schedules were adopted.

It was pretty generally agreed, however, that certain teachers in junior high schools, and probably more in high schools, did extra work other than just teaching. For instance, you had football coaches, and you had dramatics teachers, and people who directed plays, and those that worked with various student activities. And they felt that they should be paid something in addition to their regular teaching duties. And so it did develop that those people in those special

activities, who directed them, were paid extra, in addition to the regular salary schedule.

But the salary schedules that were adopted were based on experience and training. A teacher with a regular degree, for instance, would start at a base salary and the next year after had one year of experience, she would advance one more step, she would get more money the second year. And if a teacher had fifteen credits beyond a degree she would also advance on the schedule. Most salary schedules required fifteen hours of work for each step to advance until they reached a master's degree plus thirty hours. So for each year of experience and for additional training, a teacher would advance on the schedule.

There still were a number of normal school teachers in the district. I think, when we went into the county system, that we counted something like sixty teachers who were teaching with a two-year normal certificate. And, of course, they were placed on a lower scale than those with the regular degree. As the years went along, though, the certification requirements were raised, and no more teachers could be certified with only two year normals. And also, certifications were required for administrators, and you had to have a special administrative certificate.

Administrators' salaries were tied to the regular teachers' salaries. They received the same amount as a teacher, plus certain amounts allowed for the size of their school, and for the number of teachers that they had under their employment. In elementary schools, they worked longer hours and at a longer time of the year. Principals in real small schools would work a week before and a week after the opening and closing times. Principals in the larger schools would work two weeks before and two weeks after, and the high school principals worked as much as four weeks before and four weeks after, so

that administrators' salaries depended upon the size of their school, and also, the amount of training that they had.

Teachers began to take a greater interest in salary schedules and having a say in what they would be the following year; they were interested in the budgets, and in looking them over, to see whether they believed that they were right. It began to be a little bit more difficult in dealing with teachers, so far as salaries and budgets, and so on, was concerned, than it had been before. And, of course, up to the time that I left, teacher militancy hadn't gotten along nearly as far as it is today. I used to have meetings with teachers' organizations and with the teachers' officers throughout the year. Usually about every two weeks, I'd meet with them to discuss salaries and to discuss what we were doing on the budget, and so on. And there was a teachers' grievance committee that would meet with me usually about every two weeks, if they had complaints to make, or if they had things to offer that would be beneficial to the district and to the teachers. And I think, by meeting with these people and working with them, that we tried to build up a feeling of mutual respect. And I always listened to what they had to offer and what they had to say. Many times I would refer them to meet with the board and explain their problems.

They also got to the point, when it was time for a budget and time for determination of salary schedules, that they did want to meet with the board. The board met with them. And one of the problems that always developed was the press, always wanting to be at these meetings. And sometimes, you wanted to talk about things that you didn't particularly care at the time, when you were just talking back and forth, being aired in the press. But the press always took the attitude

that the people were entitled to know. I sometimes disagreed in that respect. Maybe they weren't entitled to know what you were talking about; they *were* entitled to know what you decided upon. And it made it somewhat difficult to talk freely and openly about these things. But that has become more and more an open affair now, and the press feels that they should be present at practically every meeting, which, in some cases, creates problems.

The press was always at the board meetings, and a whole lot depends upon the person who is there representing the press. Sometimes it would have been better for the school district if certain items were not published. For instance, if you were talking about a site you wanted to acquire, you would not want that made known. And if that got in the paper, and the person that owned the property knew that you wanted his property for a site, or you wanted one nearby it, the price of it went up quite a bit. And we used to be able to prevail on the people that were representing the press to keep that out of the press. And there were other things like that, where it would be a detriment to the school district.

But with the teachers becoming a little more militant and more anxious to take a part in the say of things, and the fact that the press always wanted to be there, it was developing into somewhat of a problem, and is getting to be more of a problem now, not only on a local scale, but the state educational association, itself, is more militant, wants to have more to say about things. And it's true on a national level, with the NEA becoming a very powerful organization. With all of the teachers' organizations, the state organizations belonging to it, it is becoming just about as powerful as any—well, I hesitate to say *labor union*, but to some extent, they operate in about the same capacity.

## DAY-TO-DAY OPERATION

Well, some of the problems, the miscellaneous problems, of course, I've already cited. Certainly, obtaining school sites was always a big problem. Others included board meetings, presenting building plans, having them approved by the board, having architects there to present plans, having bidders, opening bids on buildings, and having a whole host of bidders there during the time that they were reading the plans and awarding the bids; supervision of construction, the maintenance and operation of buildings; oh, operation of buses and consideration of whether to own or not to own, or how to bid the bus lines, and so on, was always one that we discussed every year. The immensity of carrying on a hot lunch program, involving the deliveries and the collections, and the audits involved. Of course, handling complaints of parents and the public, and even students, and the press (and if I had to criticize myself, I would say that I probably didn't handle the press as well as I might've [laughing]). And, of course, curriculum problems were always subjects discussed with the board, the growing militancy of teachers (and probably, I should add, principals), and employment of personnel.

There was a period of time, of course, when there was a great shortage of teachers, and we used to have to send our personnel director to other states to secure teachers. The University of Nevada was not providing nearly enough teachers to supply *our* needs, alone. We were better off in most cases than most of the other districts because of the location. Being right next to the University, and the students doing practice teaching in the Reno and Sparks schools, and the fact that we knew them, and they felt that they probably, in most cases, wanted to remain

here rather than go out into the outlying areas of the state, gave us, by far, the advantage over other districts. But the number of teachers being turned out by the University of Nevada was not sufficient, for a number of years, to even meet our needs.

We always had applications from teachers in outlying districts who had gone out to those schools, and then wanted to come back in to Washoe County. And we did have an obligation. We felt that we had an obligation to the other districts not to rob them of their teachers, so we were careful there not to do that. We, of course, did take them if they got released and said they were not going back, but we were careful not to disrupt other schools.

We did get a number of our teachers out of state. It was necessary for all the districts to go out of state to obtain teachers. We sent our personnel director to different universities and to different areas in Idaho, and Utah, and Arizona— well, several of the western states. And times have changed now. While there was such a great shortage of teachers then, it's my understanding now, that there's a great oversupply, and that for the number of teachers that they employed here in the Washoe County schools this year, they probably had eight or nine applicants for every job, maybe more, so that times have changed here. The universities are putting out too many teachers, I guess, to meet the needs.

The board meetings were bimonthly, held the second and fourth Tuesday. They started at eight o'clock and lasted 'til—oh, frequently, 'til one, one-thirty. And even after the meetings had ended, there were some board members who liked to stand around and talk. And many times, Ed Reed and Doc O'Brien would be there talking, and it'd be two o'clock before we'd ever get out of the building. There were special meetings, too, especially when we had

a lot of building going on, and we'd have to have approval of plans, or we'd have to have approval of money for the partial payments or progress payments—there would be lots of things come up that required a special meeting, and we sometimes had them at noon, we sometimes had them downtown in a restaurant, or once in a while we'd have a special meeting at night the Tuesday in between. We had lots of meetings. There was so much time taken in meetings for board members that I don't understand why they'd stay on the board for fifteen years. But they like it, [laughing] I guess.

The board meetings, I mentioned, were attended by members of the administrative staff, quite often by teachers, some teachers representing the teachers' association; and principals, representing their association; the press, of course; and the members of the public—architects, bidders—anyone interested in coming to a board meeting. And there was usually enough going on that they were fairly interesting to a lot of [laughing] people. The agenda was quite lengthy, and so were the minutes. It was quite a job in writing up the minutes and getting them put down accurately, and they had to be accurate for such items as decisions on buildings, decisions on sites, and decisions on a lot of things. After the meeting was over, different ones would ask, "Well, what action really was taken?" And it took quite a bit to write up the minutes after the meetings were over.

In addition to the regular meetings, we frequently had personnel meetings, to decide on personnel. We occasionally would have some problems where we were involving teachers and whether they should be retained, or whether they should be given another contract, or whether they should be let go on the spot, or what. And we frequently had these teachers at meetings. And these meetings,

of course, were carried on without anyone present except the board and myself and the assistant. The press was sometimes skeptical of us going into personnel meetings, but we wouldn't let 'em in, because that type of thing shouldn't be open to the public—it has to be dealt with personally.

In dealing with the teachers and principals and the public, I tried during my time, to follow the "open-door" policy of meeting with teachers and principals and the public, and I suppose that I was too easy to reach—too easy to reach on the telephone, too easy to reach for a conference—because I know that sometimes a lot of these things are assigned to other people. I did that to some extent, but not as much as I should have.

One of the things that created problems for me in this respect was that during the years that I was in Sparks, I knew practically everybody in the community, at least before the community grew so much. Many of the students that I had that grew up through the years and went through the schools were now adults and were raising children that were in the schools, and whenever they had any problems or any difficulties, they felt they knew me well enough so that, instead of going to some principal, to try to get their problems solved, they'd call me. And that really was a big headache to me, and I would have to receive all of their calls, and try to refer them to the people that could settle them. But it was a handicap in knowing people that well [laughing].

I did always have a listed telephone, however, at home, and some of my principals didn't have, which was also an annoying source to me. I never insisted that they have listed phones, but I often thought about requiring them to have a listed phone, or at least asking the board to require them, because principals in some of the high

schools who had problems should have been answering their own telephone. And getting in touch with the principal, they'd have to get them through me to them, and that was another handicap, so far as I was concerned. But I always felt that people in a position like a principal should have a listed telephone so that the public can reach them.

There was a great variety of things happening every day. You never knew, when you went to school, just what the day was going to bring. It was never the same [laughing] two days. And [laughing]—about the time that you thought everything was going well, you didn't want to get too confident because that was the time when things would break wide open.

I always tried to back the principals and the teachers when parents would complain, and sometimes, it was pretty hard to do because I often felt that the parent was right or the student was right, and the teacher might be wrong, 'cause this could happen very easily, that you could sympathize with the parent or the student. But I always felt that I had to back up the teacher and principal because if I didn't, they would be in serious trouble. So that if I thought the principal or teacher had acted in a way that was not right—or at least, I couldn't agree with them—I never let the parent know that, but I would let the principal or the teacher know it, and maybe they'd have an opportunity to change without losing face. But it was rather difficult sometimes to do that.

### **THE ELEMENTARY AND SECONDARY EDUCATION ACT**

I should mention here the passage of the Elementary and Secondary Education Act, a federal act, providing funds for elementary and secondary education, passed, I think,

about 1964. Shortly after that was passed, we received an invitation to attend a conference in San Francisco in which the act was going to be explained in detail. And two or three of us went down to the meeting to hear how the act was going to be funded, and how we might go about making application for federal funds, and all the different things that we could do to get federal funds for different programs. We were somewhat amazed—at least I was—of the things that were said there about the money that was going to be available to schools for innovative things. Those who were explaining the program were fairly young fellows that were out of college, out of Harvard, mostly, going around the country explaining this. And we were told now that schools ought to think big, that there was going to be so much money available for all kinds of innovative things, things that we'd never have been able to have before, that we would be able to have now.

I remember taking Ed Kane with me, who was called the federal coordinator, to make application for all these funds, to fill out all the forms, and to cut through all the red tape. And when he heard the words of "thinking big," he took it literally, and it was kind of a job to hold Ed down [laughing] for a while!

I know that we received a book sometime later, telling us—listing—actually hundreds of types of programs that school districts had applied for—the type of things that we might also apply for. Maybe we wouldn't get them, but they were the type of programs that would be available to schools. And when Ed got back, he had lots of ideas about applying for many types of things. We had to decide whether [laughing] they were of any value to us or not.

But we did apply for a number of programs, and, of course, after the programs were completed, then we had auditors come in



and see whether we'd spent the money the way that we said we were going to. We sent some people to various other school systems outside the state to see the various innovations that had been started, and that, to a large extent, has been continued by the school district.

One of the programs that we started was a night study hall at Vaughn school for the Indian children. It wasn't limited to them entirely, but it was mainly started for them because of their poorer home conditions, where the child wouldn't have room to study, he didn't have a room himself, or a place to go to study at night to get his lessons. And this was a way for them to come to a school that was located fairly close to them, and we did provide a bus to haul 'em from the Indian colony to the Vaughn Junior High School. And we did allow anyone else to come that wanted. It wasn't limited entirely for Indians. And some of the white children did come, who didn't have places to study, or didn't take newspapers or magazines in the home. And they could come and use the library, and study, and we had teachers employed who would be there to supervise and to help students who might need them. It was fairly successful, and, I think, is still in existence. This was made possible by federal funds that we received.

There were certain preschool programs started. We had after-school remedial work for a lot of the students who wanted to come to the school, stay in school, and study in the study halls and libraries, and we also had teachers who would remain there to help them. It was kind of the same idea as the night school program, except that it was in the afternoon. And it was carried on mainly in the neighborhood areas, where children could walk to and from those schools.

We received a \$30,000 grant, I remember, at that time, to study the dropout problem,

to determine how we stacked up with the other areas in respect to dropouts. We did have quite a few dropouts, and we were quite concerned about it. But we wanted to find out the causes and see if we could do something about it, and see how we compared with other districts, other states. And we did employ Roger Corbett to make the study. Corbett had been an assistant superintendent in the Reno school system. He made the study, and we found out that while there were many dropouts, of course, we knew, he was able to discover the principal reasons. We worked on that to see if we could improve and do away with some of the things that caused them to drop out. But, of course, there're many of them we couldn't do much about, where it involved the family, and where it involved money, and where the child didn't have the proper clothes, and he wanted to get a job, and things like that. But there were cases or situations where we could improve.

There was some experimental work done with the ungraded primary system. Reno city schools, before we went into the county system, had started on the ungraded primary. There was an attempt made to extend this to the rest of the county, but there was resistance to it, and so it never did spread to the rest of the county. Although there were some changes made to use it in a few cases, generally, the ungraded system remained just in Reno.

We did try lowering the math, algebra, down in as low as the seventh and eighth grades, and we did also start foreign languages down in the seventh and eighth grade for some of the better students. We had some federal money to carry on remedial programs, particularly in reading.

I would say in my own case, that I was probably very conservative, when you look at other administrators. And probably, I



didn't try as many of the innovative things as might've been tried. I always believed that the best thing you could do would be to get a good teacher in every classroom, and then she could probably do more [laughing] than the innovative things. But, you had to try. I felt that maybe it would be a good idea if you weren't always the first one, but you didn't always want to be the last one, either.

But we did have a lot of things going. We did apply for funds for many programs, and I think that the Elementary and Secondary Education Act really did a lot of good throughout the country. I think that lots of programs wasted money. After reading through hundreds of sample applications that we received, all over the country, [laughing] I just couldn't buy some of them. But the act is still in effect. There are those who believe that it might be better if the federal government made money available to the state to be distributed to the schools, to be used for the type of things that they needed, rather than the things that they applied for, and then were directed to do just that particular thing. But there's a difference of opinion on that, too.

### **SPECIAL EDUCATION**

I should mention just a little bit here about the special educations. I think that Washoe County progressed quite rapidly in the field of special education. It certainly compared well with other school districts of the state. In 1956, when we went into the county system, the Reno schools had two teachers in special education, one for the physically handicapped, and one for mentally retarded children. None of the other districts had any special education at that time. But with the help of federal funds and state funds providing for additional help for special education, this number was expanded in the

next ten years, from two teachers to thirty-five teachers. Up to 1966 we had thirty-five teachers in the program, and this included an expanse to several different kinds of special education. This included not only the educable and mentally retarded children, who were housed in the little Mary Lee Nichols school in Sparks, but also included some children who were classed as trainable—not educable, but trainable. I remember when we first started in the county system that trainable children were not accepted in the schools. If they weren't educable, if it wasn't felt that you could educate them, then the school did not accept them.

But there was a class being conducted through the parents of these children in the basement of one of the churches up in northeast Reno; I can't remember which one it was. The people there tried to get the school system to take over the trainable class, and the school resisted for some time. But there were decisions made in various parts of the country where schools were—by court decisions required to accept all children, whether they were educable or not.

Well, after quite a bit of discussion and thought about it, the school district did take over the trainable class and accepted that type of child as part of its obligation. And these children were housed, also, in the Mary Lee Nichols School. A part of them were housed in the State Hospital. There had been a program being carried on there, but we were asked to take over that program, too, so that we did provide teachers for the trainable group in the State Hospital. The best that you could do, or the most that you would do, would be to train these children to care for their personal needs. They couldn't really be taught an awful lot, but they could be taught some things, you know. So actually, the school took over the obligation of the trainable group.

As the community grew, the school did establish a class for the physically handicapped, and they were housed in the Jessie Beck School with two teachers. Of course, some of the physically handicapped were handicapped greater than others. But the philosophy that we had in respect to all of the handicapped children was to house them in schools, rather than establish one big school for all the handicapped. We felt that it was better if we could establish classrooms within a school for, say, the physically handicapped children. And while they would have to remain in their own classrooms a part of the day, we did try, and were quite successful, in allowing some of these physically handicapped to spend part of their day in the regular classroom, so that where the child's mental ability was good and able to do work in his classroom, he spent part of the time there, and part of the time with his own group.

And a class for the blind children was established in the Echo Loder School. There were about eight children of the same age, who were blind and had been kept together in a kindergarten school, conducted by Marcie [Marcelle Barkley] Herz. After they had finished kindergarten, the school district was prevailed upon to take over that class and start them as a group in the school. And finally, the trustees agreed that they would start a class for the blind. And then we began to search for a teacher who had had experience in teaching children of this nature. And we were able to get one. And so we set up a room for the blind children in the Echo Loder School. That was shortly after we had gone into—oh, it was two or three years after we'd gone into the county system. Those children were kept together there, and they were taught Braille. Quite a large library was developed there, of Braille books for the children to read, and quite a lot of equipment, typewriters, and so

on, was purchased for them. And as the years went along, they progressed well enough so that some of the children were allowed to go into the other rooms on a part-time basis, just as they were at the physically handicapped school. Several years have elapsed, and some of these children have progressed much more rapidly than others, but they have been able to progress right up the grades. And I think, now, that most of those children have just about finished the elementary school. We lost our blind teacher on two or three occasions, but were able to always get one, and we had some good ones.

And of a similar nature, a school was started for the deaf at the Veterans' School, and we were able to get a considerable amount of equipment through federal funds for this type of school. One of the difficulties, of course, in this type of school was getting teachers who are qualified, who have had training and know how to go about teaching these children. These children, for the most part, were partially deaf, deaf to a point where they were really badly handicapped. We did have occasion here to consider a class for the totally deaf. This involved children of preschool age. We were told that in order to start with these children that they should be started two or three years before they ever entered school, because once they get old enough to enter school, they have been so badly handicapped, not being able to hear, they haven't developed any language. It's necessary to start them early enough that by the time they get old enough to go to school, regular school, that at least they are able to communicate.

We had an awful time trying to find a teacher that would be able to conduct this type of class. And one of the mothers who had a child in this particular situation was quite interested in going to school, herself. She was

a college graduate, but she hadn't had training in this field. We persuaded her to go away to school and take training and come back as a teacher, which she did.

Then we had a class for the emotionally disturbed children. This was conducted in the Mamie Towles School. And we had traveling teachers for speech correction. And they went from one school to another and visited these children about twice a week. And they frequently met with the parents of the children who were so much handicapped in their speech, and worked with the parents probably about as much as with the children, and telling them what they could do, or how they could help a child to correct his speech.

Well, you can see here the different programs that we had. One of the problems, then, after these programs were started, is how long do you keep these children in the elementary school? What happens when they reach an age that they're past the elementary age and are about ready to be with the junior high school age group? Do you just stop training them when they get to be a certain age, and—or, what do you do?

Well, with the mentally retarded, we carried on a program, and started that in junior high school, as well. And then, we faced the same problem: after they got to be so old, what do you do with them then? Do you try to continue the program in high school, which we did? So the program for the slow learners, or the mentally retarded, is conducted now in the junior high schools and senior high schools, as well.

But it's a real difficult situation. We felt that it was better to work these children in with other children, not separate them entirely as a group; otherwise, they would develop the feeling that there was more wrong with them than there really was. And this way, they would be able, in many cases, to participate

with the other children in—oh, in physical education, in some cases in music, and in some cases even in the band, or the glee clubs or types of things—in any way that it was possible—in the lunch room, or—. Any way that it was possible for them to associate with other children. We tried to do that.

Now, if they were too badly handicapped and they wouldn't fit in, why, that wasn't possible. And in many cases, the child's handicap was such in one area that he could still fit in with other children in other areas, and that was the idea of having them in different schools.

The McKinley Park School, which was located on the Truckee River, on Riverside Drive, has been taken over as a school for the handicapped children. It was an area where many children once resided in that community, but not many elementary children actually live in that area now. And at first, we found that to utilize the school, we had to bus children in there. We bused them in from outlying areas, maybe some of them from up the river, or—. Anyplace that we were short on rooms in an area, we sometimes bused those' children in to a school like this. But now, it has been taken over for the special education program.

The McKinley Park land once belonged to the city of Reno, and years back, was deeded to the school for school purposes, and in the deed, it had stated that if it ceased to be a school, that the land would revert back to the city. Well, the land, in the meantime, has become very valuable. And, of course, the school board was approached by the city at the time that it was not being used to full capacity. They said that since the school wasn't of great use to us now, that maybe this land should revert back to the city.

But we felt that, since the land had increased so much in value, and since the site

was still usable to us for special education, that if the city would work a deal with us whereby they would pay us enough to replace the school someplace else, some other location, that we would try to halfway split the difference with them. We would accept enough to give us an opportunity to replace these classrooms, and they, in turn, would probably gain fifty percent of the value of the land. But the city wasn't in a position to do that.

This came up about the time that they were talking about a location for a new library. Some people had the idea that this would be a good site for the library. And actually, it would have been a pretty good one. But the school didn't feel like it was in a position to give up that building and give up that land for nothing. Even though they had received the land in the beginning, its value now, actually, if it were to be sold, would be considerable. I don't know what the actual value would be, but I think it would be worth several hundred thousand dollars. When you consider that the block on which the Northside Junior High was located was sold about twelve, fourteen years ago for nearly a million dollars, you could figure that this whole block, located on the river there, would be a very desirable spot.

Well, I don't know whether the schools will ever release the property. They may build some sort of another school there. But if the city wanted it badly enough to make some sort of a deal to split the difference with the schools, I think that the schools would be willing to do that.

### **VOCATIONAL EDUCATION**

Oh, we used to hear a great deal all the time about the lack of vocational facilities, that there was too much emphasis placed

on college preparatory and not enough on vocational work. We always found one of the difficulties of getting the students to take vocational work was a parent; many of the parents, themselves, who, even though they hadn't gone to college themselves, they felt that they wanted *their* children to have the opportunity to go. And they very frequently discouraged their children from taking vocational work, even though they were not probably qualified to go on to college. But we felt we did have a lot more vocational facilities, and offered a lot more in the way of vocational work than many people realized, or people of the community realized.

When the Wooster High School was built, it contained a shop area. It included many, many areas of vocational work. And for boys, particularly, all kinds of woodwork and metalwork, and welding and auto shop, and on down the line of a great many things. And it wasn't too long after we'd been in the county system that the Sparks High School addition was added, which included a rather large vocational shop area for them.

Well, after the facilities had been greatly increased at Wooster High School and Sparks High School, it was felt that something should be done to have better facilities at the Reno High School. So an industrial building was built there on the grounds, and it was every bit as complete, maybe more so, than the others. Now, this, of course, for the most part, took care of the boys by offering all sorts of mechanical work. And then we had, in addition to that, of course, home economics departments and commercial departments in all of the high schools. A computer was put in the Wooster High School with federal funds. As I recall, this computer cost something in the neighborhood of \$350,000 if we'd've had to buy it.

We did have on-the-job training in the Sparks High School and Wooster High School, where the students would work part of the time in the community on jobs and attend school part of the time. That, I think, is still carried on. This took care of a type of student who thought maybe that he wanted to drop out of school, and I think that this type of program kept many students in school because it gave them an opportunity to work and earn enough money, in cases where they actually needed it in order to stay in school, and then they took work that was related to the work that they were doing. Many cases, oh, placing them in such jobs as meat cutters, and things of that nature, in auto shops, and various other areas where the student was interested, we know that many times, they actually went into that work after they got out of school.

Well, a lot of times, when we got criticism from different people, and particularly some of the business people who thought we should be offering more vocational facilities, we sometimes invited some of 'em to visit the vocational area. And we did have one day when we asked the business people to visit the schools. And we got a number of 'em to go to all of these facilities that I have mentioned here, and they were quite amazed to see what we actually did have and the work that was going on. I think the public, as a rule, didn't know of the facilities that we had.

I had a shop teacher friend who was teaching in a Los Angeles school who was up here, and I took him around one day to see our facilities, and he was amazed. He said that in the school where he taught in Los Angeles, they didn't have anything that could match this *at all*. He said we were way, way far ahead of 'em in this respect. And we had wonderful equipment in these shops, and I think that the

schools offered a great deal more in the way of vocational work than people realized.

### **ALL-YEAR SCHOOL**

I would like to mention a little bit about the establishment of summer school. Before we went into the county system, Reno had conducted summer school on a small scale at the old Reno High School, but summer school hadn't amounted to a great deal. It was just mostly in a few subjects for allowing students to make up for work which they had failed during the school year, and just in the high school. It involved such few courses as American history, civics, maybe a class or two in mathematics, and that was pretty much the extent of it.

We started the summer school on a county basis, and I think the first summer school that we had for the elementary schools and high schools, about five hundred students were in attendance. Rose Bullis was put in charge of the summer school program, and through her efforts, the school the next year increased to a thousand, and then the next year to fifteen hundred, and up to the time when I left, in 1966, there were approximately 2,000 students. And I understand since that time, the number has grown larger. We utilized at that time the Reno High School and the Sparks High School as areas for the high school students, and we utilized the Vaughn Junior High School and the Libby Booth, mainly, in Reno, and the Greenbrae School, in Sparks.

We often heard quite a lot of talk about the year-round school, or the twelve-month school, and this most frequently came up when we were about to have a bond election to build new schools. There was always a feeling expressed that we should hold school



on a twelve-month basis, that after all, the present school system was started when the country was a farming country, and this was to allow students to work on the farms in the summertime, and that now the nine-month school should be abolished. They said the school buildings were utilized only nine and a half months a year, and something should be done to start school on a twelve-month basis.

Well, I think that there are many things—many problems in connection with a year-round school. I always maintained that the school conducted in the summertime should be on a voluntary basis, and that it would be best to operate what we'd call a summer school on a voluntary basis, both for the purpose of remedial work, allowing students to catch up on work in which they had failed, or had done poorly, and also to offer additional courses that students would not be able to get ordinarily in the regular school year. For instance, a student who was interested in taking work to get into college sometimes didn't have the opportunity to take such things as typewriting, and maybe driver training, and maybe participate in music, and other things; that this would give them an opportunity to take part in the things that they'd liked to've taken part in if they had enough time.

One of the principal things about summer school that I thought held back many people from sending their children was the cost. Summer school had to be supported entirely by tuition, charging the students so much for each course, or charging elementary children so much to attend. And many families who had several children could not afford to send the children, who would've liked to've gone., And I'm sure that it kept many of them from going because of the need for paying tuition. A second reason was that not all schools

had summer school programs; only those I mentioned here in Reno—the Vaughn school, Libby Booth, and Reno High School. So that you could see that many of these children would live a long distance from the school. And unless it was possible to get their parents to bring 'em to school and go after them, or to get a car pool established in some manner, that many children just didn't go because they couldn't get to the school.

Well, I maintained that if you had the twelve-month school, people would have to remember that it would certainly cost more. You'd have to pay more for teachers ('cause certainly, you couldn't expect teachers to teach in Washoe County twelve months a year where they don't teach that in other areas). It would be impossible to get teachers on the same basis unless you were willing to pay them for twelve months. It would mean that the state would have to put in state apportionments on a twelve-month basis instead of a nine-month basis, so it would cost a great deal more. And I maintained if the state felt that school should be held twelve months, that the answer then would be for the state to give state support for summer school programs, and give ADA support for a fourth quarter, instead of on a three-quarter basis. And if you're talking about saving money, that is just an idle dream. You can't have twelve months of school for the same price that you have nine months.

So I introduced a bill when I got in the legislature to provide for state aid for summer school programs. Now, I started by saying that maybe we'd only start out with a six weeks' summer school program. This could be increased as the time went along, if they found that it was acceptable, to an eight, ten, or twelve-week basis. But to start with a six weeks' basis, I proposed that since it would be conducted approximately only on a half-day basis for six weeks, that this would be



one-twelfth of an apportionment, of a year's apportionment, and proposing that one-twelfth of the ADA money for each student be given proportionately for each student as on an annual basis.

I maintained that you could double or triple your summer school attendance almost overnight if you had state support and enough money to provide services for the students on the same basis as you do during the year. And you would also provide transportation for the students to and from school, and the parents would not have to pay tuition for the child's support. I know of great numbers of parents who complained to us about not having the money to send their children, or of not having the transportation to get to school. I just felt you—I know that you could double attendance overnight. And I know that the summer school program could've been built up to where it, in effect, would amount to a twelve-month school. If you were to have a twelve-month school, there would be so many problems in connection with it, it just seems almost out of the realm of possibility to conduct it.

We had people talk to us about areas where they had the year-around school. We had one teacher at the University who had taught in a school in Pennsylvania where they tried the twelve months' school. And the reason that they tried it was that the people had turned down three consecutive bond issues to build a new school. And they were in such a fix that they had to do something, so they started a year-round school. They had the children come to school all year, but on a three-quarter basis. That is, the child would come three quarters, and then he'd be off a quarter.

And he said one of the first things they had to decide is who went to school in the summertime. The football players had to go

in the fall, all the basketball players had to go in the wintertime, all the others that had the special interests had to go at a certain time. And he said all the children whose parents had influence—the doctors and the lawyers, and the professional people of the community—their children got to go in the normal time. But the poor people who had no influence or anything to say about things, they went to school in the summertime. And they didn't like it very well [laughing].

Then the next thing was, suppose you had a family of five children. Would you say all five of these children could go to school in the most desirable time, or would you say that one goes from September to June, another goes from June to April, and somebody else some other time? Well, they had a terrible time trying to decide when children in a family would go. If they didn't all go at the same time, then somebody was going to school all the time. So parents going on vacation would have to take their children out of school.

And then he said that there were so many conflicts with people coming into a community from outside, where they hadn't been in this type of school. They'd come into the community, well, say they came in in August, and they intended to go to school starting in September, but the September quota was filled and they'd say, "Well, no, you can't start your child in school until November." Or a family'd come into school and come into town in October, and they couldn't get in 'til April. All of those kind of problems faced the district, and many more.

And then a child who had been in the Reno schools, for instance, would transfer to a school in Sacramento, or some other community, where they didn't have this type of school, and he'd have trouble adjusting into a different system. He wouldn't quite fit into the program.

There have been many problems with the twelve months school they haven't been able to work out. They've talked about the twelve months' school and studied it for the last twenty years, and they'll be studying it for the next twenty years. And I think the answer as a voluntary program in the summer, and you can make it as long as you want to. You [can] make it six weeks, or eight weeks, or twelve.

And I think the legislature almost bought it, except for the money. They bought the idea, and I'm sure they could see its value, and they quit talking about the twelve months' school. At any rate, it did that. And I'm sure that it's going to be adopted someday. I think it will, because I think they realize that you can't run school twelve months just as cheap as you can run nine months. So if you're going to have a longer school year, you've got to provide for it. So, anyway, I think, myself, that someday, summer school will be funded by state support.

Almost any area that I know of that has had a twelve months' school start has given up the idea within a couple of years. Sometimes an ambitious superintendent likes to work out some sort of a plan for the year-around school. So he's got a twelve-month school that he says works beautifully. But he leaves the district in about two years after he gets it started, and he gets out of there because he's fouled things up so much that he [laughing]—he wants to get out and go someplace else.

The reason I say this is, when I resigned, the board of trustees decided that they would like to accept applications from people all over the country. So we advertised that the position was open, advertised the amount that it would pay, and we received about a hundred applications. And the board asked if I would help the personnel man and one of the board members to go through these hundred

applications and see if we could kinda work them down to a smaller number. And it was quite a job, because we were going through their recommendations, their experience, and training. But we finally put these into about three different piles. We had an A, B, and a C pile. And in the C pile were those that we could eliminate quite easily. They didn't qualify. For some reason or other, they didn't sound very good.

But one of the things that impressed me about the greatest percentage of these applications was that they hadn't stayed long in any one job. Very few had stayed more than three years, and most of them had been from one to two years. And that was rather shocking to me, to find that all of these people who were applying had moved from one job to another quite often. Many of them had been in three or four jobs. I was quite anxious that our assistant superintendent of schools, Mr. Piccolo, be appointed because I was sure that he knew the problems that we have in this community and the experience that other communities of the state had had in getting outside people. For instance, when Fallon was organized as a county system, they employed a man from Utah, and Elko County employed, after a very brief time—(Byron Stetler had been appointed, but he later, within just a few months, became the state superintendent) Elko County employed a man from Arkansas. And in all three cases, these men left at just one year. They weren't familiar with Nevada. They apparently wanted to run their school system the same as they did from outside. And it just didn't work out very well. And I thought that it would be better to have somebody that was familiar with the community, the people, and knew what would be best *here*.

Well, anyway, after the applications were all gone over, the board finally decided to

employ the assistant superintendent, Mr. Piccolo, at that time.

### **SCHOOL BOARD RELATIONSHIPS**

One problem that a superintendent runs into is his relationship with the school board. Is the superintendent the board's representative, or is he a representative of the teachers, or can he be both? Which side does he take? Nowadays, it more or less means that the superintendent and the principals are the employers; that is, the teachers look upon them as being the employers, and they're kinda on the other side from the teachers. And yet, in many ways, a superintendent is a teacher's representative, too. Yet he's hired by the school board, certainly, he does have to work with that school board, and he has to be loyal to the school board, and he has to carry out the policies established by the board. That's the principal duty of the superintendent, is to carry out the policies of the school board. And yet, he should have had, I think, maybe, something to say about those policies in the beginning. He should have had the opportunity to work with the school board in developing the policies, and once the policies are set, and they're set down, then he's got to go along and enforce them and be loyal to the board.

But on the other hand, he can be a spokesman for the teachers and the needs of the teachers, and their wants, and the things that they feel should be done. Now, that isn't always an easy thing to do, because quite often, you run into quite a conflict. Maybe you don't agree with the teachers in their demands. But a superintendent, to a large extent, is in the middle ground. He may not agree, always, with the school board, and he may not always agree with the teachers.

But the position he's in is tryin' to keep from arousing [laughing] the wrath of either side. But he's got to be the board man, and yet he can be the teacher's representative, too. But I think nowadays, he is getting a little farther away from the teachers. I think it's getting to the point where the teachers feel that the superintendent's on the other side of the fence. And they have their own organization and they're the employees, and he's the employer. I think the superintendent should try to work hard to keep that feeling from developing.

Where I mentioned the fact that many of these superintendents that applied for my job had turned over in their jobs many times, lasting two, three years at a time, I'll venture to say that many of those had been because of conflicts with the boards.

### **RETIREMENT**

Well, I decided in the spring of 1966 to retire, after thirty-nine years in the educational system. And all of my experience had been in Washoe County. As I probably stated here before, my first teaching job was in Sparks, and I continued teaching there for a period of five years, until such time as I was made the vice principal of the high school. Then I continued part-time teaching for five more years, so that I was actually teaching for ten years, and then I served as the principal of the high school and the superintendent for another five years, and then the last five years as just the superintendent of the Sparks schools. Actually, I was in the Sparks schools for twenty-nine years, and then in the Washoe County system for a period of ten years, four years as an assistant superintendent of the county schools, and six years as the superintendent.

Well, there were several things that kinda influenced me to retire when I did. Actually, so far as age was concerned, I would still have been able to remain another three years before I would reach the required retirement age. I could have remained, and the board asked me to remain, but I felt that I would retire at this time for several reasons. In the first place, I could retire under the retirement system, and with the pension I would be getting, I would be working for about half pay. And the job was getting bigger and harder all the time, and I thought, "Well, if I could retire on half pay, and get this money for just retiring, in a sense I would be working for half pay.

And then, another thing that influenced me was the growing militancy on the part of the teachers, teachers demanding more, of wanting a say in everything that was done, and wanting a say in the determination of policies, working through their organizations, their state and national organizations, which, in my opinion, were becoming more demanding, more militant, and approaching more the nature, I felt, of a union. They were really, really strong in that respect.

I'd always gotten along, I felt, pretty well with the teachers, and I was always sympathetic to the idea of them getting a good salary, and good working conditions, and I felt that I had always worked for these. But because of the growing demands, lots of times, you had to say no. Because of finances, you just couldn't do everything that was requested. It was getting to be more difficult to be able to say no without a fight.

Then another reason was the increase in federal programs, the red tape that was involved in making applications. And because there was federal money available for many things, you were expected to apply for the money and be carrying on certain

programs and carrying on innovations.. There was federal money for almost any kind of thing that you wanted, if you could get the applications through. And yet the applications were very time-consuming. And then the audits, and all the red tape that went with them was becoming quite burdensome. And it wasn't quite the same as spending all your time in other things that I had been accustomed to doing. I was spending an awful lot of time in these federal activities and programs. Even though, toward the last, I did persuade the board to employ a person to handle a great amount of that work, still, I was involved in it a great deal.

Well, the complication of the work in all phases—. You're dealing with the federal government, you're dealing with teachers, and you're dealing with the principals, and actually, the press, the TV, the radio, and all of that was more difficult and time-consuming than it had been in previous years. For instance, any decisions that might be made by the board, or any changes in education or policies, or anything that might come up, I would receive a phone call from one of the TV stations, or both of them, to allow them to come over and have an interview on the subject. You have to defend and explain every decision or act that is made. And then, the requests of the papers to always want to know everything that was going on, and know all of the board agenda in advance, and all that sort of thing, was all the more time-consuming. So far as I was concerned, in my appearances on TV, I still was—I was nervous about it, and it was not easy for me to do that sort of thing. And that was beginning to—well, that was getting me down to some extent.

There might be things that were happening nationwide that would appear in the morning paper or the afternoon paper, and frequently,

a reporter would call me and ask me what I thought about it. I remember one morning that Admiral [Hyman] Rickover, who is usually quite outspoken, had made a statement that they ought to get rid of the PTA. And they called me—I hadn't seen the article in the paper, and a reporter called me and asked me what I thought of Admiral Rickover's statement. And I said, "I don't know. I haven't read it. What did he say?"

Well, I was supposed to give my opinion as to what he said, or—that type of thing. I would get calls from the paper, from the TV, to ask my opinion about many things, and that, really, was something that I hadn't been used to doing, and I didn't really like to do it. But I was pretty good at being able, generally, to be as noncommittal as possible, and [laughing] you *had* to be, because you could get out on a limb in so many ways. And if you were very definite in your opinions, why, you'd please some and you'd make others angry. So that was something that I always had to be on my guard about. I didn't like that particularly well.

And then, the public itself, while I always felt I got along with the public pretty well, there were some of the cases I didn't. The public was beginning to be suit-minded. And this was not only in dealing with schools, but we notice it in everything else, that anything that happens, why, somebody brings suit against somebody, or some organization, or group. And we had numerous cases of people that were going to bring suit, or did bring suit, against the schools for various things. And while we were covered by insurance, still, these things were annoying and time-consuming.

Oh, for instance, we used to allow the city to use the schools for voting areas. And on one or two occasions—I think on two occasions, one woman slipped on the sidewalk going to

one of the schools to vote, and the grass had been allowed to hang over the one side of the sidewalk, and the custodian had watered the grass, and I guess maybe it might've been a little slippery, or something—I don't know. But anyway, this older lady had slipped on the sidewalk, and she had injured her leg, and she was going to bring suit against the school district. And she did employ a lawyer, and he notified us that she was going to sue the school district. Well, we referred them to our insurance agents.

Another lady slipped in the building in a room that was being used as a dining room. And something had fallen on the floor, some food or something, and she stepped on it and slipped and injured herself. She did get a lawyer and was going to sue us for that. Another lady had gone to a basketball game, and actually had gotten some slivers from one of the seats. [Laughing] She was going to sue. Another boy was injured on a bus.

You always had all this to contend with; that was kind of new, coming into the picture. And I don't know—maybe all of these things put together was just kind of—I'd figured, well, I just don't have to do this any [laughing] longer. Actually, when I see some of the things right now, the difficulty so far as the dress code, and all of that sort of thing, when I read about those, I'm kinda glad that I'm out of it, although I will admit that I did miss the work a great deal. And even though I talked here about all these problems, still, I did enjoy all my years in education, and I'm sure that if I had it to do over again, that I would go back into it and do it right over again.

I think, as you get older, that there are more things that bother you more than when you're younger. Well, I'm sure that I didn't have to contend with all the things when I was earlier in the game, but I'm sure that if I



had, they wouldn't've bothered me nearly as much when I was younger than they did when I did get older. I know that when I was first coaching, that I was with the boys on the team, and on trips, and I was closer to their age, and maybe, the things that they did, I thought were all right. And years later [laughing], to see them do the same things, it kinda annoyed me. But maybe I didn't have any better sense when I was younger [laughing]. I kinda went along and thought they were all right.

So it probably was about the same thing, so far as being on the job, and seeing these problems, every day, keep coming, and you'd get one settled and there'd be two more come along. So I thought, "Well, if I can retire and get half of my salary, why shouldn't I?" So—. But as I say, I did like my work there, enjoyed it a great deal. I'm sure that if I had it to do over again, that I'd go right back into education.

Well, I should mention at this stage, too, that, had I needed the money, that I probably would've stayed. But being able to get a retirement pension, and I did have another source of income—I should mention the telephone business.

In all of my work, both in Sparks and in Washoe County Schools, I want to make a comment about my wife, Margaret, who was a great help to me in helping me to think out the problems that I might carry home at night, and to talk over with her the problems. And she, having been a teacher herself one time, and been along with me in my administrative work, understood the problems, and it was real helpful to me to be able to talk to her at night. And it was a real help, of course, when I was discouraged and about ready to throw in the sponge, why, [laughing] it was through her work that kept me going. I would have to say that because of her advice and her help that I was extremely

fortunate, and probably more so than most, than a lot of principals, certainly. In addition to that, she attended all the functions. When the school was smaller in Sparks, of course, she attended practically every function of any kind. And when we got to Washoe County, it was much larger, but we did always attend these functions together. And she went right along with me on all of these. So I just want to give her a great deal of credit for helping me in every line of work that I had.



---

## PROFESSIONAL ORGANIZATIONS IN EDUCATION

### INTERSCHOLASTIC LEAGUE

I want to mention just briefly here the influence that the Block N Society had on high school athletics. At one time when I was in college, I was president of the Block N Society, and we at that time did handle the state basketball tournament. We helped make out the schedules for the high school teams in football and basketball, and the Block N members did most of the refereeing in the football games, and in basketball as well in the state tournament.

The state tournament—actually, the money from that was sort of a money-maker for the Block N Society. We did pay the high school teams coming into the tournament a portion of the money, but the Block N Society did keep a portion as well, and that was our source of income. However, as time went along, there were difficulties encountered with the different schools, and finally the schools got to running the athletics themselves.

I remember one case of the Block N's operating the scheduling and setting

up championship goals. There was some difficulty in some teams carrying on a full schedule, such as the Lovelock High School and others of that size, and particularly when we were playing all in one category. Lovelock was playing Reno and Sparks and some of the bigger schools, and they were unable to carry on a full schedule, so it was agreed that every school should play at least five conference games. Well, some schools played more than that. So the way they settled that was to have each school draw five names to see which games counted for them. As a result, some counted for one school and didn't count for another school, and when some of the championships were determined, it was quite difficult to figure out who should really be the champion. I think that was about the time that the high schools decided that they'd better run their own affair instead of having the Block N Society do it.

The coaches took over for the most part, then, and a referees' association was formed, and those people who wanted to become referees had to take courses and pass [an]

examination in order to be recognized referees. The coaches would meet each year before the football season started and make out the football schedule, and then after the football season was over, they'd meet again to make out the basketball schedule. That wasn't always too successful, either, because everybody was trying to get the best schedule that he possibly could. Oh, everybody was running around trying to get games at his home on Saturday nights when he'd get the best crowd, and it was quite a scramble.

I remember once that we were in a meeting with all the coaches, and everyone had his schedule all filled out. We found that Fallon didn't have a single game scheduled, so we had to throw out the whole schedule and start over again.

At the same time, while we'd always had an interscholastic league (which was supposed to govern athletic events on the state level) this hadn't amounted to too much, and it began to take shape and become more important. At one time I served as secretary of the Interscholastic League, and then later served as president. We formed the Northern Nevada Conference, the Southern Conference, and the Central Conference, and each of these conferences handled the athletics in those particular zones. Then the Nevada Interscholastic League handled the state championships. The league determined eligibilities and set policies, and these were pretty much carried out by the conferences or the areas covering the particular zones. The Interscholastic League then took over the running of the state basketball tournament, taking so many winners from the zone championships. They ran the state track meet, and determined the football championship.

The state had been zoned and rezoned through the years many times. It started out that every school at first was in the same

category; all were playing each other. Battle Mountain, for instance, might even be playing Reno, or Eureka would be playing Sparks, and it seemed so unfair to many people that they finally decided to form an A and a B league. And then there still seemed to be a lot of inequities, and they formed an A, B, C. And then we had a AAA and AA and A, and B, and— [laughing] everything else. I think we tried everything—and they probably are still experimenting, to some extent. But I think, now, that, particularly in football, that it's much fairer. The smaller schools have a chance to compete in a better way. The same's probably true in basketball, that it's better for the smaller schools to have their own category.

When the Interscholastic League was organized first, the officers and the secretary were not paid, but as the league grew in importance, they finally have a paid executive secretary now.

## **NEVADA STATE EDUCATION ASSOCIATION**

The Nevada State Education Association grew in a similar manner about the same as the Interscholastic League, starting out not amounting to too much. It was affiliated, of course, with the National Education Association. The Nevada State Education Association collected dues and didn't seem to do a great deal back in the early days, didn't take very much part in legislation or lobbying, but as time went on, the Nevada State Education Association did become more important, and more teachers joined when they could see that the association was doing some good for them. This association includes teachers, administrators, and did at one time include University professors, if they wanted to become members. I think now, that they are associate members. I remember at one time that Dean Traner was president of the Nevada

State Education Association, and he was a University professor. I did serve as secretary of, and later, as president of the Nevada State Education Association as well.

The association didn't meet often. I remember back when we didn't have such a thing as a board of directors, but it was decided that a board of directors should be formed, and some of these directors should be teachers, and some should be administrators. They met about twice a year, and at first, little effort was made as a body, or no attempt was made to lobby or get things done from the legislature.

I think the first great effort made was about 1946 and '47. I don't want to be too conceited, but I was president at that time, and that's when we really began to work on legislation. I think that credit would have to be given to this association for securing the passage of the first cigarette tax, which was two cents on a package of cigarettes. And we also put forth at that time the idea of the sales tax, and furnished the legislature with a lot of figures as to how much money it would bring in, and so on. We didn't get very far on that the first time, but in succeeding legislatures, when there was a great need for money, and we put forth the need of the schools, legislators would always ask us, "Well, how would you propose to raise this money?" And while we'd say that that really should be the business of the legislature, we would always come back with the idea of a sales tax, until finally, that did seem to appeal to them.

Well, membership increased in the association to the point where at least at one point, 90 percent of the teachers and administrators belonged to the organization, and I think, probably, that's about what it is today. At first, the association had only a part-time secretary, the first one being Emile Gezelin, who is now a district judge.

Then after he resigned, Chester Davis, who had been the superintendent of White Pine County High School became part-time secretary, and then, later, he became full-time secretary. He wasn't paid too much, but he retired as a superintendent and was willing to accept the job without too much pay. He was followed by Earl Wooster, who had been the superintendent of schools in Washoe County, and since he was retired, his situation was about the same.

Under Mr. Wooster's term, the NSEA built a building in Carson City. They raised sufficient funds in order to get the building built where they might have office space for the fulltime secretary.

He was followed in office by Jim Butler, who held it for three or four years. Then he resigned, and his position has been filled by Dick Morgan, who had held similar positions in, I think, Florida and Oklahoma.

## OTHER ORGANIZATIONS

In addition to the state association, Washoe County and Clark County formed their own teachers' association[s]. And while they started on a rather small scale, about the same as the state association did, they both now have full-time executive secretaries, paid fairly good sums, probably in the neighborhood of \$14,-\$15,000 a year.

When the classroom teachers were being formed on a state and local basis, our first experience in Sparks was that they tried to get the teachers organized into a Sparks teachers' association. The teachers were a little bit reluctant to do so, thinking that they might be somewhat disloyal to the administrators. (That's a switch from what the feeling is at the present time.) So they formed a teachers' association, but also invited the administrators to be present at

all their meetings and participate in all the discussions [laughing]. So it really didn't amount to a teachers' association as much as it did of an all employees' association. But anyway, it went on that way for two or three years, and the principals and I attended all the teachers' meetings, and took a part.

At the time the teachers formed their state association, the superintendents and principals formed an administrators organization, and then, later, that was broken up into a principals' association and a superintendents' association. I did serve as secretary, vice president, and president of the superintendents' association—seemed to go the route in most all these organizations. All of them, though—the classroom teachers, the principals' association, and the superintendents— were all members of the Nevada State Education Association, and still are.

Well, gradually, as time had gone on, there began to develop a feeling between the teachers and the administrators that has widened a little bit in their relationship to each other, somewhat of an employer-employee relationship, I think the teachers feeling that the administrators are probably closer associated with the school boards, and they are the employers. So there is probably a lack of comradeship, or working together, that there once was. They do work together, however, as the Nevada State Education Association, so far as lobbying and working for the benefits of the schools, and trying to get more money, and so on. The teachers were successful in getting, along with the firemen and other state and county employees, a negotiation act, which gives all the employees the opportunity to negotiate many things with their employers. We are seeing the results today of the fact that the teachers want to negotiate not only salaries, but working

conditions, and even the length of the school year, and the calendar, and all the rest of it, even to the extent of supplies, books, and so on.

The NSEA has come a long way, so far as influence is concerned, and many people look with, I think, maybe a little disfavor on the fact that the teachers are having so much to say about education. A lot of people feel that maybe that's all right. But contrasted with the older days, when there wasn't this powerful influence on the part of the teachers, to a conservative person like myself, it's a little bit hard to accept.

---

## THE NEVADA TELEPHONE AND TELEGRAPH COMPANY

I had a connection with the telephone business in Tonopah. And even back in my high school days, I had worked after school, and sometimes during the summer, for the telephone company. And even at night, I had a job there one year, at night, for the [Nevada] Telephone Company. My stepfather, J. Clarence Kind, had, for a number of years, worked for the telephone company, and through the course of the years, he had acquired controlling stock in the company (it was a corporation). And through the years, he had bought up the controlling stock, and when he died, the control went to my mother, who is still living. But in the meantime, my son and I had purchased stock, so that between my mother and my son and I, we owned about ninety percent of the stock of the corporation. And so we were the board of directors of the company, and still are. And we do hold board of directors' meetings maybe—well, we have a lunch meeting, every week, and do carry on some of the business then; maybe we have special meetings for policy determinations, and so on.

But I might say that up to that time, up until, oh, up to 1950, that the company had really been allowed to run down, along with the town. Well, for years, Tonopah—when the mines ceased to operate, we thought that Tonopah was going to become just a ghost town, and it wasn't going to amount to very much, and so we didn't see very much need of putting very much money into the telephone company. So it was just allowed to go down with the town. The lines were not kept up, we had the old crank system of telephones; the company was not very valuable, actually. But it seemed like in Tonopah that there was always something to revive the town. Just about the time that everybody thought the town was dead and people were about ready to move away, why, something would happen. Either there'd be new discoveries, there'd be new mines, or something around the area, the Divide boom, for instance, or something.

Another time when it looked like the town was going down, then the Tonopah Air Base was established there along about the time that the Stead Air Base was established in Reno.

And that was the training center for aviators, and so on, and it brought in a number of Air Force people to the community, and added a great deal to the economy of the whole area, and did, at that time, help the telephone company a great deal because it added a number of telephones to the service, and so on.

Well, then, when the Tonopah Air Base was taken out, we thought again that the telephone company was going to go down along with the town, and not much was done then. But about that time, we were notified by the federal government that they intended to put in a SAGE program there; that they were putting in SAGE programs throughout the western states for the purpose of detection of foreign airplanes, or to direct domestic planes, and we were asked if the telephone company would—well, make the installation since these installations were being installed throughout the country by telephone companies. And the SAGE program that was established in Reno here was built by the Bell Telephone Company, and we were asked if we would build the SAGE program there in Tonopah.

Well, we investigated it a little bit, and it looked like it was going to cost about \$800,- to \$850,000, and we were in a very bad position to do anything like that. But we found that we could borrow the money to build it from the federal government with a guarantee that if the SAGE program did not last—if it should cease to operate before it was paid out that the debt would be cancelled. Well, we had an offer, then, from the Bell Telephone Company to build the SAGE program—or, to buy our company. And if we sold it to them, then they would build the SAGE installation.

Well, this was just about the time that my son was getting out of law school, and he wanted to keep the company. I was in favor of selling it because I had my other job here,

and I couldn't devote any time to it. So I said, "If you want to assume the responsibility of it, go ahead."

Well, we didn't have employees in Tonopah- who could operate such an installation. We had one maintenance man, and we had a general office manager who had been there a long time, was an elderly person, and our people there were not in a position to handle a modern program like this. And so I said, "Well, where are you going to get people that will be able to operate this thing?"

My son'd been in the Navy two or three years before that, and while he was there, he had met some people that he thought might be interested in coming to Tonopah. And after contacting them, he found that they were. And so they agreed to come, and we spent some time in sending them away to school, and they went back to Chicago and attended school, and came back to the Tonopah area, one to serve as the general manager, and one to serve as the operations manager.

Well, he took it over, and we borrowed the money from the government and built the SAGE program. And it went along until July of this year [1971], when the government abandoned the SAGE program. We had almost paid back the loan, because it did provide quite a bit of revenue for the telephone company, to operate it.

Well, during that time, and during the time that the Air Force people were in Tonopah, they began to kick about the quality of service that was rendered. As I said, I think Tonopah was one of the few companies at that time that was using the old style phones. Tonopah was one of the last to continue to use the old style magneto phones, where it had a "central"—where all of the phones had to ring to the central office, and you asked for a certain number, and the operator gave it to you. And then the phones were mostly



all wall phones, and the old style phones, you know. So, actually, with people requesting that the company be modernized to some extent, we looked into the possibility of putting in a modern dial system, and found that it would cost a considerable amount of money to do that. But it was possible to borrow the money, again from the federal government under the REA, and we did borrow the money and modernized the system, and put in a dial system and today, the telephone company there in Tonopah is just as modern as any. And it's possible to dial direct almost all over the world. And we have modern equipment, and if it ever gets paid for, why, the company [laughing] will really be all right. So that actually, as a stockholder and a member of the board of directors, I did get some salary from that. So this, in addition, made it possible for me to retire earlier than I would have been able to had I not had this other income. It's the Nevada Telephone and Telegraph Company.

Then after the air base was taken out of Tonopah, and the SAGE program, which did involve some people, and practically all of the federal operations around Tonopah involving, oh, Cactus Flat, and some other government installations there, after they began to die out, Tonopah declined again. But the residents there did feel that Tonopah was located about centrally in the state, and would offer a good place to have a small convention, state conventions, or state conferences, if they had the proper facilities to handle them. So they built a small convention center there, which would probably take care or handle up to about two hundred and fifty to possibly three hundred people. And there were, then, three rather modern motels built there to take the place of the old Mizpah Hotel and Kelly Hotel, which were getting to be pretty well run down, so that Tonopah now has, I think, four different motels, and three of them are rather

new, and offer good places for people to stay. Tonopah being about centrally located from Las Vegas and Reno, it's possible to hold small state conferences there of a day or two, or even small conventions. If the lawyers and other groups of the state want to all get together, Tonopah's a good central location.

As a result, there are quite a few conferences held there now, and that has done quite a bit to help the economy of the area. It doesn't look like the town is going to become a ghost town as it, really, looks better now than it did years back, and I think it probably'll always continue to be a pretty good tourist area. And quite a number of people come in there using the highway from Salt Lake to Ely through to Tonopah, and on through Reno. There's lots of travel between Las Vegas and Reno that goes through Tonopah. It's gotten to be a quite a bit more important tourist area than it ever had been before, and now, with the convention center, and the good places, good motels in which to stay, and its added restaurants, it's much more attractive than it ever had been before.



---

## THE NEVADA STATE LEGISLATURE

### 1967-1971

#### CAMPAIGN AND ELECTION

Well, shortly after I retired, when I said I was going to kinda take it easy, someone had persuaded me or put the idea in my head that I should run for the legislature. And I decided that maybe that'd be a good thing— a good side thing [laughing]—to do, and I kinda liked the idea. I decided that I would run for the senate, at-large. That would be to be elected county-wide. There were other senators; one senator elected from Sparks, there were three to be elected from Reno, and one at-large. And I felt that I would have the best chance if I ran at-large because I had lived a long time in Sparks, I was now living in Reno, I had had associations with people throughout the entire county because we had visited all the schools and had had PTA meetings in all of them, and I'd had contacts with people throughout the entire county. And being a Democrat, Reno has a majority of Republicans, and if I were to run just in Reno, I would have to overcome the majority of Republicans that Reno had. So that I thought I'd have a much better chance

because in Sparks, the majority of the voters there are Democratic, and probably, in the outlying areas of the county, at least in the north, the majority's Democratic. In Reno it's Republican, and possibly to the south of Reno, and even up at the Lake, it's probably Republican. But anyway, this is what I chose to do, is run for the senate, county-wide.

I thought that thirty-nine years in the schools would mean that there'd be an awful lot of former students who would still be living in the county. And I was hopeful that I had made friends with more than I'd made enemies, and that they'd probably [laughing] vote for me. And also, the same was true of teachers that would still be here, and teachers that were still teaching, and I was hopeful, again, of getting a good percentage of their votes. And the same would be true with contacts that I'd had with parents of students throughout the years. And if I had made more friends than I'd made enemies, why, I was going to be in pretty good shape [laughing].

I thought that what I could offer would be my experience in education, my experience

in making out budgets, and handling finances for the schools, and the fact that education, support of education, and so forth, was always one of the big problems facing the legislature each year, each time, that my experience there should be of some value. And the fact that I had lobbied for education in previous years meant that I did have some knowledge of the way that the legislature operated, and it wouldn't be totally new to me, and I would have knowledge there of some of the procedure-s that were followed, and that would be of some value to me.

I didn't expect to—well, I was pretty new at any method of campaigning, or how to go about getting elected, and I didn't expect to spend very much money. I got some signs made, small signs, and made some myself, and I expected to spend a small amount on radio, and on cards and posters, but I didn't intend to spend very much money.

Well, I didn't know who might be my opponent, but about the last day of registration, Charles Steen filed on the Republican ticket, and Mr. Steen had become a tremendously wealthy man, having discovered uranium in Utah, and had sold his mine for several million dollars. I don't know exactly how much he was supposed to've been worth, but the estimate ran from \$16,- to \$60,000,000. At any rate, he had a lot of money to spend in campaigning. I had understood that Mr. Steen had also served a term in the Utah legislature, so that he had had some experience as a legislator. He had a beautiful home in Washoe Valley, and used that for parties, inviting large numbers of people there each week—or twice a week, actually. And as the campaign went along, I began to get more frightened because he was having two or three hundred people at a crack there at his home every week. He did have quite a bit of advertising on TV and on

the radio, and the signs that he got were quite large. And frequently, one of his signs would be alongside of my small sign. Actually, many people told me that they thought that was beneficial to me, because here I was running against a man who had lots of money to spend, and his signs were big and mine were small. So with a certain amount of people, the psychology of it really worked in my favor.

The way that I did go about it, I attended everything that I was asked to attend—all different groups that had meetings, like the League of Women Voters, and the Business and Professional Women, and various service clubs, and anybody that had a meeting that invited us to attend—University people. I did go to all the meetings, and wherever we were given the opportunity to talk and give our viewpoints, I did speak. And with the help of my wife, we went house to house in the outlying areas; we went house to house in Verdi, in Home Gardens, in Nixon, in Gerlach, in Wadsworth, and in the business district in Sparks. I didn't attempt to go house to house in Reno or Sparks, but I did throughout the outlying areas. My wife would take one side of the street, and I'd take the other. And I think that it helped, it paid off quite a bit.

We went to Nixon at one time, and I went to the store there, which was run by an Indian that I knew over a period of years. And when I handed him a card, he said, "Why, we're having a meeting in here. The Indian women are all in here taking a course in home economics," He said, "Don't you want to come in and meet them?"

And so I went in and met them, and they said, "Well, you're running for office. You ought to buy us a drink."

And I said, "Why sure. And what will you have?"

Well, the only thing they had in the store was orangeade and Coke. So they all had a

bottle of Coke or orangeade [laughing]. I got every vote in Nixon! [Laughing]

I don't think Mr. Steen ever went to the smaller areas. And while the votes are not large, they do count up.

### ORGANIZATION OF THE LEGISLATURE

The legislature had just been required to reapportion itself in the 1965 session, and the senate had been changed from seventeen senators, one in each county, so that there were to be twenty senators now, and forty assemblymen. There were to be more from Washoe County and more from Clark County, depending upon their population, and some of the smaller counties were combined in order to get one senator. But with the reapportionment, it had—well, it became necessary for all of the senators who normally would have a four-year term to draw by lots to see who would get four-year terms, and who would get two. Half of the senate was to be for two-year terms, and half for four. So on a set day, we were all requested to be in attendance at the Secretary of State's office when they drew by lot. And we just drew a number out of a hat, and it either said "2" or "4." I drew a "2," which meant, then, that I would have a two-year term. So it was necessary for me to run again in two years.

There was a question brought up by some of the senators in Clark County as to whether this was a constitutional move or not, that we'd been elected, supposedly, for a period of four years. But the courts decided that this was a legal procedure, and so that held.

I was, of course, very excited to take office and to get into operation. When we first went over there, of course, both houses were Democratically controlled; there was a majority of Democrats in both houses. So the Democrats organized, elected the

officers for each house, who were Democrats, and appointed our members to the various committees. The fact that the senate majority were Democrats meant that the majority on each committee would be made up of Democrats, and that the chairman of each committee would be a Democrat. And this was also true in the lower house. I was appointed as chairman of the education committee, and I was also appointed on the judiciary committee, the health and welfare, and labor committees.

Well, I was pleased to be appointed as chairman of the education committee because that was the one that I felt the most capable of handling, and the most knowledgeable about.

The judiciary committee was one that was composed mostly of lawyers, and the various bills that would go to that committee for the most part, would be legal bills, the bills dealing with laws and legal problems. But while most of them were lawyers, they felt that it was good to have some lay people on the committee, as well.

The health and welfare committee was one that did receive quite a number of bills dealing with licenses of various health homes, licenses for barbers, and we had lots of problems there dealing with changes in laws that barbers wanted changed. Hairdressers—there was a continual fight between barbers and hairdressers, whether one was imposing on the rights of the other. Doctors and chiropractors was another. And dealing with the requests of the blind people, that type of thing requests for funds for welfare. There were lots of welfare problems as there always are.

And actually, after the session was over, I was appointed by the legislative commission to head up a committee on an interim study of the welfare system in Nevada. And we did study that. We had a committee of seven

people, and we met throughout the interim time, and investigated all the things that we could about the welfare system. And we did come up with a number of recommendations of change in the laws, some of which were passed. But we finally came to the conclusion that if we could come up with a solution of how to solve the problems of welfare, that we would be in great demand throughout the nation, that there were so many things about the welfare program that we just couldn't begin to solve. But we did recommend a number of bills that were passed.

I wasn't originally scheduled to be on the labor committee, but some difficulty arose there among the membership, as to who was going to be the fifth member of the committee. Apparently, there were two members that had been selected who were what might be called prolabor, and two who were not, and the fifth member that would be selected was a rather important member on the committee. He might be the swing man on a great many of the bills. They tried different members of the senate to get a fifth member, but nobody seemed to be satisfactory to either side. And finally, I guess I seemed to be the most likely candidate, so I was picked as the fifth member to be on that committee. And they asked me if I would serve, I said, well, I didn't like to take it under those conditions, exactly, but if I were satisfactory to the rest of them, that I would take it. Well, I did, and I might've been judged as the swing man, but I was less objectionable to either side than most of the others were.

Well, fortunately, there weren't too many bills that came up in the labor committee that were controversial. Most of the bills that were presented that affected labor were pretty well worked out in advance between the people that were concerned, and we really didn't have any, at that time, that session, that were

very difficult to solve, for which I was very glad.

Well, I found all the committees to be very interesting. I preferred the education committee. The judiciary committee handled a great number of bills. There were lots of them that came before the judiciary committee, on crime bills, or the crime package, and the drug bills, and the obscenity bills, and all that sort of thing that came before that committee, were quite interesting. And that was a very important committee. I would say that judiciary, probably, is next in importance to the finance committee.

There were seven members on the education committee, there were seven on the judiciary committee, and five on health and welfare, and five on labor.

#### **ISSUES IN THE LEGISLATURE**

Well, in the time that I had been there, the issues, to a large extent, are pretty much the same. I've actually served in three regular sessions and one special session. But finances always seem to be the big problem, as to whether the state, and the cities, and the schools can operate on the taxes that are in operation at the time, or whether new taxes have to be levied to meet the growing needs of the state. It's always, probably, the biggest problem that faces the legislature each time. A subcommittee appointed by the legislative commission made a study of the finances of the state, and to recommend the best way of getting additional taxes. And they had employed Lybrand, an accounting firm in Los Angeles, I believe it was, Lybrand, although there were other members of the firm, and their report was known as the Lybrand Report. And they made a report; they had studied the gambling, to see whether the gambling industry could stand additional



taxes or not, and they made their report to the legislature in that first session. And the gambling people were there, and they had an open meeting of the committee of the whole to hear the report. And as a matter of fact, both houses were there, members of both houses, of both committees, and anyone else that wanted to be there to hear the report.

And Lybrand had suggested that they thought, at that time, that gambling could stand some additional taxes, they thought probably between a fifteen and twenty percent increase the first year, and possibly more at a later time. Well, the gambling industry was there to present their side of the case, and, of course, they did a very good job, and they made it appear that we were “tilling the golden goose,” that if we raised taxes with gambling, that it might mean that the industry would be hurt so that it would produce less revenue than it did before. But even though they “brought tears to a lot of people’s eyes” about the terrible shape that the gambling industry was in, it still resulted in about a fifteen percent increase in the gambling tax, and as it proved out, gambling was able to stand that increase. And gambling receipts continued to increase from that time on to the present.

There’s always a question as to how far you can tax some industry, or something, before the industry is overtaxed, and then the receipts do go down. So even though a lot of people felt that gambling should be taxed higher and higher all the time, there still always was that danger, that you would tax it to the point where it wouldn’t be the wise thing to do, that it would result in less taxes overall. But anyway, in that particular session, gambling was taxed, raised about fifteen percent.

Education at that time, as usual, was after an additional amount of money. There

had also been a study by the legislative commission studying the Peabody Plan, which had been in effect since 1956. And they had come up with what they called the Nevada Plan, which incorporated most of the Peabody Plan, but did arrange some changes in the financial operation. And it was a question as to whether to accept or adopt the new plan, known as the Nevada Plan, or whether to increase the finance formula under the Peabody Plan, which, incorporated most of the Peabody Plan, but did arrange some changes in the financial operation. And it was a question as to whether to accept or adopt the new plan, known as the Nevada Plan, or whether to increase the finance formula under the Peabody Plan.

I’ll have to say that I introduced a bill at that first session to increase the amounts allotted under the Peabody Plan, and that I was in favor of that at the time, rather than adoption of the Nevada Plan. However, the Nevada Plan was accepted, and it provided approximately about the same amount of additional money that I had proposed in my plan, so it, for the most part, was acceptable, as far as I was concerned.

Well, in order to get additional money for the state, there was also passed a two percent sales tax, and it was said that this two percent sales tax was for the support of the schools. Well, actually, while it was passed to support the increased formula of the schools, actually, not all of it went for that purpose. The two percent sales tax did not go directly—the money did not go directly to the schools, or go into the school fund. It went into the general fund of the state. The formula, as arrived at for the schools, was met by the state, so that the receipts of all of the two percent sales tax was not needed to meet the school formula, so that the balance of that money actually benefited the state, too, in other ways.

I think that the term used there, “two percent sales tax for the support of schools” might have been misnamed a little bit. Some of the people felt that the intent was that all of the two percent sales tax money was to go to the schools. Actually, it was not. It was to go into the general fund, and then the school formula be met, and the money transferred from the general fund to the distributive school funds, and then apportioned out to the schools. So if they only need, for instance, one and a half percent of the amount of the sales tax, the remainder remained in the general fund for other purposes. So there might’ve been a little confusion there on the part of some of the educators, that they thought they were getting shortchanged, but they were not, because they were under a formula that was being met.

\* \* \* \* \*

At that time, in that first session, and in each of the succeeding sessions, there was always a big effort made to liberalize the abortion law, to allow abortions in a hospital if approved by a board to be set up by the hospital, and also if there was danger to the mother’s health and to the child, and if the child was judged not to be normal, that an abortion might be performed.

Well, this bill that was introduced went to the senate judiciary committee. And I learned—from lack of experience, I learned—in this case not to do something. There were in the judiciary committee three people that were very much opposed to the bill to liberalize the abortion law; there were three people that were just as much on the other side. And here again, I found myself the seventh member.

Well, in the judiciary committee, we always had a representative of the press there,

and in fact, they were allowed to go [to] any committee meeting. And they knew how everybody voted, of course, and it was known that I voted, at that time, to hold the bill in committee. Well, while I was one of four, it was pretty definitely known that there were three of the four that were strongly in favor of holding it in committee, three that wanted to pass it down to the floor, so that I was judged to be the swing member here, that kept it in committee.

Well, I got more telephone calls and more letters and more telegrams on that particular bill than any—both sides, about fifty-fifty. They were just as strong one way or the other, those who were in favor of the bill, urging me to get it out in the floor, those who were opposed, to keep it in committee. And the heat got pretty strong, and I figured, “Why should I take all this heat?”

So I brought it up again in the committee, and the rest of the members of the senate urged me to keep it in committee ‘cause they didn’t want to be counted, and they didn’t want to vote on it. But anyway, we voted again, and voted to pass it out on the floor, and it was voted down at that time by the full senate.

Well, each time, it has been brought up again in a little different form, and this last session of the legislature, it came very close—the liberalized bill became very close to passing. And this was liberalized a lot more than the original had been, because this really amounted to allowing abortions just between doctor and patient. And I think the fact that New York state, and Colorado, and California, and possibly some other states had passed—they had passed liberalized bills, that there was probably a lot different feeling on the part of a lot more people. There seemed to be more demand for the passage of this bill than there had been before. And they had lobbyists over there cornering legislators on every turn,

trying to get them to commit themselves to vote for it. The pressure got pretty strong, and it did pass in the lower house and came to the senate, where it was killed again.

I think the interest was so strong that it may be an issue in the next election. I think that people running for the legislature may be asked to commit themselves as to how they stand on this bill, and it may be a factor in whether a person gets votes or not, because they worked awfully hard in trying to get this bill passed, and those that are in favor of liberalizing abortion are going to make it an issue, I think, in the next election.

[The killing of that bill was an issue in itself.] Well, when this bill was brought before the senate, it was moved that it be tabled indefinitely. And the vote—there were enough votes to table it, and a lot of people and some of the members of the senate felt, and a lot of people throughout the state felt, that this was not the proper way to handle the bill, that it should be voted upon. So a bill was introduced again to bring it back on the floor, and an agreement was reached with those who had opposed it to allow it to come back onto the floor, and it was then voted down. There was a lot of feeling that legislators should vote one way or the other, not just kill the bill by referring it to a committee.

[What arguments did I think were most persuasive on either side?] Well, there were people of a religious nature. Of course, the Catholics and the Mormons, in their religion, were opposed to the bill on religious grounds. I was opposed to the bill, myself, although religion didn't have anything to do with it. As a matter of fact, the women of my church were in favor of the bill, and urged me to vote for it. I didn't make any friends there [laughing] by voting against it, but I had the feeling that the way the bill was, that it would make Nevada more or less an abortion mill, something like

we had been so far as the divorce mill and marriage. I didn't feel that we should use this as a means of making money for people in Nevada. And I thought the way that it was set up, that it would encourage doctors and people to come into the state to set up clinics, and so on, to carry on an abortion setup here that would be used to make money.

And then there was no residence requirement set. I thought that if Nevada was going to have an abortion law, that it should have a residence requirement of a certain time, so that we just wouldn't draw everybody in here from everywhere because we had a more liberal bill than anybody else.

And then I was opposed to it on the grounds that I thought there should be a time set in the bill as to when the latest abortion could be performed. For instance, I had read and seen pictures of the child at various stages of age, and I felt that after a fetus was up to five months, that it really was a baby, and that anything performed after that, that you were actually taking a life. And this bill didn't say when a time limit had to be, before an abortion could be performed.

Well, those're the reasons that I voted against it. I felt a lot differently toward the idea of an abortion than I did the first time. And I think that if there had been residence requirements, and if there had been a time set, specifying the amount of time after a pregnancy—setting a time when there couldn't be an abortion, that I think I would've voted for it. And I have a pretty good feeling that if those are changed, that at the next session, it probably will be liberalized. I'm not sure about that, because it's going to depend on how many Catholics and how many Mormons get into that legislature. And I think, since more members of the senate will now come from Clark County, and since the Mormons there seem to have a pretty

strong voice in things, that there may be more Mormons elected from Clark County. There were quite a few at this session.

The personnel of the senate is going to have a little bit more control, I think, than the assembly. The personnel that goes into that senate is going to determine whether it passes or not.

Religion didn't have anything to do with me. I was opposed to it for the reasons that I stated. I couldn't bring myself to believe, morally, that it was right to take a child after—certainly, after five months, and I would've like to've seen it lower than that. 'Cause I had just read and seen a lot of pictures of a child at that age, and it just looked like a baby to me. And I think if they were going to have an abortion, they could've had it long before that. And I didn't want to see Nevada become an abortion mill. And if they could change those things, I'd be in favor of it.

[I said I was opposed to it before. What did change my mind?] Well, I think just like a lot of other people. I mean, if you'd've said twenty years ago to have an abortion, there would've been lots more people against it; ten years ago there wouldn't've been quite so many; and I think we've gotten to a point where our whole moral outlook on a lot of things like that have changed. And I felt a little bit more liberal in my ideas than I did [laughing] twenty years ago, I think. I just didn't look at it quite the same way. And I had known of a lot of families, and a lot of girls whose lives have almost been ruined because they couldn't've had an abortion. In some cases, I think it's justifiable.

\* \* \* \* \*

Well, there was quite an effort made to get considerably more funds for special education, and a requirement that all school

districts must have special education for the handicapped. The bill that was introduced specifically said that all the school districts shall have special education programs for the handicapped. That seemed to me—although I was in favor of additional funds for special education, I wasn't in favor of requiring every school district to have programs, because in our state, we have a lot of small school districts, and it would work quite a hardship and be rather impractical for some of them to have such programs, for instance, in Eureka County, and Esmeralda, and maybe even Lincoln—well, some of the smaller counties, you know, that are so isolated that they probably would only have a very small number of handicapped children. But they might have one mentally disturbed child, they might have one blind child, they might have one physically handicapped, and one something else—you can't put those people together. And you can't get teachers out in an area like that. So about the only thing that people living in a community like that can do, if the handicap is severe enough that the child can't go into the regular school, the parent either has to send the child to some other community, or the parent has to try to get the child living with some relatives, or maybe the parent even has to move to an area where special education is being given. But you can't expect a school district to set up programs for situations like that, where they probably can't even get a teacher, to begin with.

But anyway, at the last session, this effort was made again, and a bill was introduced to pay for handicapped children by category. The way the Peabody formula took care of special education, they allotted an additional five hundred dollars for each handicapped child over and above the regular allotment. That's about the same way that the Nevada Plan has, except that they get a little bit more now.

They have something over six hundred dollars included in the formula in areas where they have handicapped children. So I would say that for handicapped children, that they probably get somewhere between six and six hundred and fifty dollars per handicapped child.

Well, this bill proposed that they pay by category, that you not consider a blind child the same as a physically handicapped child, for instance, or an emotionally handicapped child. The bill provided—for instance, to provide five times the regular ADA for a blind child, five times, for instance, of a deaf child, or maybe four times for a physically handicapped, four for an emotionally disturbed child, or maybe three for a mentally retarded child. Well, the arguments were that it costs more to educate different kinds of handicapped children. But when you considered here that they had five times the normal allotment for a blind child, that would mean that you'll run about \$3,000 a child; and five times for a deaf child. Well, when we got to figuring as to how much that would cost, it ran up "just out of this world," as to how much it would cost. And while everyone was sympathetic toward the handicapped child, the blind child, and so on, they just couldn't stand the amount of money that it would cost. And so this bill was defeated.

Actually, I introduced the bill at the request of the people from the handicapped children [association], but I told them right from the beginning I'd introduce it by request because I didn't think it had a chance to pass. They'd have to lower the amounts, which they were unwilling to do. But so many bills are decided by money, whether the money's available, or whether it's within reason, or what. But, you know, there's much to be said for that bill, but it just wasn't possible.

Actually, I think Nevada does pretty well, so far as providing for handicapped children.

Certainly, in Clark and Washoe Counties, we have pretty extensive programs for the handicapped children. When I went into office as superintendent, when I came in the Washoe County system, they had only two teachers of the handicapped children, one for the mentally retarded and one for the physically handicapped. And by the time I left, we had thirty-five teachers. This had increased from two to thirty-five in a period of ten years, and we had many different kinds of programs. We had programs for the blind and for the deaf, and for the emotionally disturbed, and the physically handicapped, and the educationally retarded, and for the trainable, for the speech handicapped, and on down through the line.

I just noticed here an article in the paper, Sunday (*Nevada State Journal*, October 10, 1971), which is headed "Landmark Decision to Aid Retarded Children in the United States." And under, it says,

Under a landmark federal court decree that is expected to break down barriers for retarded children in all states, the commonwealth of Pennsylvania will begin free education and training for all retarded children, not just those who adapt comfortably to special programs now in operation. Many of the retarded children will attend regular classes with normal children. The decree was signed by state officials Friday, following a suit brought by the Pennsylvania Association for Retarded Children under the Fourteenth Amendment due process clause. The decision will end the warehousing of mentally retarded in institutions. The governor said that under the old system, education for the retarded in special



schools, that thirty percent of the state's retarded children were living idle lives, receiving no education or training.

Any child that was regarded as trainable but not educable, the schools in Pennsylvania did not take. And the three judge panel said,

It is the commonwealth's obligation to place each mentally retarded child in a free public program of education and placement in a regular public school class is preferable to placement in a special public school class.

Well, when I read that article, as to how they handled their retarded children in Pennsylvania, it just made me feel that Nevada is far ahead—way ahead—so far as the treatment of special handicapped children.

A number of years ago (I think it's been about ten years ago), the question arose here as to whether the schools should accept trainable children. They were not accepted at that time, but there was a group existing, of parents, who were holding a class for children who were not educable in the basement of a church. And they had asked the schools to take over that class, and the question came up at that time, was the school obligated to take on children that were not judged to be educable? Could the schools do any good for them at all? And at that time, the schools d-z.-d accept the responsibility of these trainable children, and also conducted classes for children in the State Hospital, who were also judged to be just trainable.

Well, there were certain things that they could be taught. They couldn't be taught to read and write, but they could be taught certain things. And classes had already been established, as I mentioned, here for the blind,

and the deaf, and the physically handicapped, and these were not put in a separate school, but were put in a particular grade school. The physically handicapped children, for instance, were located in the Jessie Beck School, in two rooms, under two teachers. And there were some children in there who were not so badly physically handicapped but what they could attend at least the normal classes on a part-time basis. For instance, they could attend to learn reading, and so on, and then go back with the physically handicapped children at certain other times of the day. The same was true for the deaf, the same was true for the blind children. The blind learned to read Braille, and as they progressed, they attended the normal classes on a part-time basis. They were slower, of course, to learn than the other children were, but in the course of time, they did learn. But they attended with the other children. They got the benefit of association with normal children. The emotionally disturbed children did the same thing. Under our philosophy here, they were located with normal children in the same school so that they could associate with children as much as they possibly could, the idea behind this being that if they were going to always be segregated just by themselves, that when they reached a point and had to live in this world, that they'd had no experience in dealing with anybody except their own groups, and by association with normal people, normal children, that they would be able to fit in better.

Well, problems kinda arose, when these children got to be—especially the mentally retarded children—got to be of certain size and age as to whether they still could be kept in these elementary schools, or whether we should move them, then, up into the junior high schools. So it did create quite a problem for us as to know what to do. But we did move these people, and had classes for the retarded



children in the junior high schools, as well as in the elementary. And there again, they took part in some of the activities, and some of them attended some of the normal classes. They attended, for instance, the physical education classes. Some of them that might have had some music ability, or in singing, attended those classes. They ate lunch with the rest of the children. They were assimilated as much as it were possible to do, and attended the student body meetings.

And then, the time arrived when we had to decide what to do with them after they got too big for junior high. So about the last year that I was in the school system, we did institute similar programs in the high schools. So we carried 'em right on through. And in some cases, they participated on teams in athletics, so that it just impressed me here that, we've been doing what Pennsylvania has just decided they should do, and we've been doing it for ten years. I was quite surprised to see this article. But I think that Nevada, and particularly in the larger counties, has pretty extensive programs. Some of the other counties like, oh, Carson City, and Churchill, and others, Elko, also have programs for the handicapped, but not as extensive, of course, because they don't have the number of retarded children, or the number of different kinds of handicapped children, but they do all have programs. Well, the middle-sized counties, I'd say, do have.

\* \* \* \* \*

Well, some of the other things, of course, that were considered, and always are considered by the legislature, are the welfare reforms. And the welfare program is not only a program here that's a bugaboo in Washoe County and the state, but it's all over the United States. Another consideration was a

revision of the court system, establishment of a court director, and maybe the possibility of establishing county courts—there were several suggested changes here, of revision of the courts.

There were always obscenity bills that came before the legislature to require maybe a passage of bills to close up the selling of obscene books, and of control of the theaters that show obscene films that are not suitable for children, that type of thing.

A study of taxation, open housing—that's something that has come up in each session, and one that meets with a great deal of opposition. It's difficult to get an open housing bill that would [be] satisfactory to everybody.

The medical school, establishment of the medical school, created a great amount of fight between the north and the south, the south being opposed to it on the grounds that we weren't ready for it, and that it would be too expensive for the state to handle, even though arguments were presented that the state would have to contribute very little, that if a medical [school] were to be started in the University of Nevada at Reno, that almost enough funds could be obtained from grants and foundations, and that in Nevada, the state would not have to put up very much money. I think the south was opposed to it, although they said not, because they didn't want to see it established at the University in Reno. And I think they may have wanted to delay it long enough until it could've been established in [laughing] Las Vegas.

But there were hearings on that. The members of the medical profession came to open hearings, the Regents came over, the doctors came. Doctors came from Clark County to talk against it. It was a *real* issue, people—everybody from the south opposing it, and almost having to oppose it, because the newspapers there opposed it. Anybody from

the south who voted for it would be in serious trouble with his voters, I'm sure.

Well, the arguments were nip and tuck, and passage of the bill depended upon about two people, as to how they voted. And finally, a telegram was received from Howard Hughes—or, at least, Howard Hughes's organization—to the effect that they would pledge—he would pledge—six million dollars, to be paid over a period of twenty years, \$300,000 a year. A contract was later drawn up between Howard Hughes and the Board of Regents, and actually, I guess the way that the contract was drawn up was that he would make up the difference, the shortage that was needed by the University to maintain it, up to \$300,000 a year. And probably, everybody has read in the paper recently the fact that the money had not arrived after the medical school had been established, and there was great concern as to whether it was going to be given. Meetings between Howard Hughes representatives and the Regents disclosed the other day that the money would be forthcoming within the next few days. So apparently, the first obligation is going to be met, and the University feels that they can operate at least a medical school for another year. Now, whether it'll be necessary to fight this out with the Hughes organization each year or not is not known, I guess, at this time.

[The telegram was really the deciding factor.] As soon as the telegram arrived, stating that Hughes would make up that amount of money, would pledge that amount of money, that was the deciding factor that swung the passage of the bill. [How did the people from Clark County feel about that?] They didn't like it. Even though there was apparently enough money to see that a medical school got established, and even though the state wasn't going to have to contribute much, they still didn't like it. And there was great

fear here that, at the last session that maybe the southerners would change that. And the fact that it's gotten started as well as it has, I think, is real good, because if it hadn't gotten under way, I'm sure that by the next session of the legislature, when Clark will dominate the legislature, that it would have been in serious danger of being done away with, or [laughing]—I don't know, maybe moved to Las Vegas. It just couldn't be moved at this stage. It's gotten along so far that it's really well established. However, I think that when it comes time to decide whether there's going to be a legal school in the University, that Clark County is going to want to see that established in Las Vegas. Even though Reno seems to have the advantage at the present time because of the Trial Judges [National College of the State Judiciary] being established here and money secured for the development of that, it's going to be hard to establish that sort of thing in Las Vegas. But it's kinda hard for me to imagine that those legislators are going to be very keen about establishing [laughing] it here, too. I think we're going to see an awful lot of sectional rivalry in the next session.

I was going to point out a little later that the legislature was at one time pretty much influenced by Storey County, when the population was all in that area. Then it seemed to swing down into the Tonopah and Goldfield area, when the population at one time was there, then back into Reno and northern Nevada. Now it's going back down into Clark County. Clark County's having its difficulties right now, and maybe the population shift may not [laughing] last too long down there.

Well, there were such things, of course, as the negotiation bill for public employees, including the state employees, the county employees, and school people, in which they were allowed to establish groups to negotiate

salaries, and working conditions, and so on, with their employers. And as a result of that, now, school boards, city councilmen, county commissioners, and even state officials are forced to negotiate various problems such as salaries, and their working conditions, and anything that's judged to be negotiable.

And that's where the rub comes in, is to decide what is negotiable. Well, so far as the teachers are concerned, they feel that almost everything is negotiable, that the decision of the school calendar, or the decision of what supplies are to be issued, or what equipment—not only that, but holidays, and salaries—working conditions of all kinds, they claim, are negotiable.

Well, it makes it very difficult now, if all these things have to be negotiated each year. The school board, and the city council, and other bodies are going to have more difficulty in getting these things settled.

Then, there's always discussion of the prison conditions, and the girls' school at Caliente and the boys' school at Elko. Usually, committees from the senate and the assembly visit these schools and report back. And the State Hospital is another one that usually comes in for considerable discussion, and visitations are usually made there.

The community college, of course, was finally established. It got its start in Elko, and the people in Elko put up \$40,000, raised that amount in their own community, and approached the legislature for additional help to start a community college there, which was done, really, on a trial basis. But by the time the next session of the legislature came along, the people in Elko were able to show that sufficient enrollment had been obtained at the school there, and convinced the legislature that Nevada should have a community college system established. And Nevada, at that time, was the only state in the Union that didn't have

at least a community college. Even Wyoming and Alaska and some of the smaller states had established at least one or two community colleges, so Nevada was really the last one.

So at the last session of the legislature, the community college in Elko was given a good boost, and additional funds provided for its continuance, and community colleges were established in Clark County and in northern Nevada under the supervision of the University of Nevada. And the University employed a director of community colleges (I guess he's called the president of the community college system), Mr. Charles Donnelly, and he's been able to get community colleges established in a manner, in Clark County and Las Vegas, and in northern Nevada, without having a particular campus or a central place for them. They've sort of been established in different areas throughout—some of it in Reno, some of it in Carson City, some in Fallon. It's carried on something like the University used to carry on, by sending instructors out to these areas. But it's a start, and seems to be meeting with considerable enthusiasm on the part of students that are not ready, or don't want to go to the University. Now, after they've gone to the community college for a while, some of them may decide they do want to go on to the University. But others probably will find the community college the terminal for them.

I think one of the things that the legislators wanted to see in the community college was that it have quite an emphasis on vocational work. They didn't want to establish another college that would be academic, entirely. They wanted the major emphasis on vocational work to train people so that they could enter into jobs and lines of work that might be open to them in this state. And while it's true that many people will attend the community college with the idea that maybe their last two years they'll transfer to the University,

but when it was made certain to them that the major emphasis would be on making that a terminal college, and making it more on vocational lines, I think the legislators were more willing to buy it.

Well, another important thing that has been coming up in recent years is how to curb the drug use, what kind of laws to pass that would be most successful in curbing it, how we should go about trying to, whether the law should be real tough, or whether they should try to encourage other means, through education to curb the drug use. But anyway, in the first session, there were a number of laws passed, which, really, were quite tough laws. And I think that maybe a mistake was made there in making the laws too strict, or too tough, because it would've meant, if they'd've been strictly enforced, as the law stated, that we'd've had half the younger people in prison. But when you make use of marijuana, and the selling of marijuana, and being in a car where marijuana is discovered, and all those things, punishable by imprisonment, that really is getting pretty tough. And so a lot of the laws were changed and loosened up at succeeding sessions. But just what is the best way to control it, and all, through laws is a problem that the legislature will continually study, and has appointed committees to make further studies on the best ways. Oh, there've been numerous bills passed, regulating business and unfair competition.

The passage of the bistrate compact for Lake Tahoe, which allotted so much water to each state, was an important issue that came up before two legislative sessions. When the discussion of the bistrate compact first came up, the Indians were very much opposed to the compact, feeling that Pyramid Lake would suffer. It was pointed out on numerous occasions that the compact between California and Nevada only designated how much water

from the Tahoe area was to go to California, and how much was to go to Nevada, and didn't say what was to go to Pyramid. But the Indians appeared on several occasions in large numbers for hearings, and really fought the compact, and felt quite disappointed when it finally was passed.

But how to save Pyramid Lake and still get enough water for growing communities like Reno and Sparks, and how to still allot enough water for irrigation of the Churchill County area is quite a problem. And unless new sources of water can be found, it's going to be a real problem to try to keep Pyramid Lake from going down. Of course, in years when there is lots of snowfall and lots of water, why, maybe Pyramid Lake can gain a little bit.

Oh, the marriage laws, and the control of the "Marrying Sams" is always one that seems to come up, and the operators of the chapels appear at [laughing] hearings, and always seem to win out pretty well. The legislature has never been able to control them very much, although there was a system set up here which would take the marrying away from the justices of the peace in Clark County and Washoe County, and set up marriage bureaus within the courthouse under the direction of the county clerks. I don't think that those have had too much effect upon any of the so-called "Marrying Sams." I think they have still continued to make a pretty good business out of it, and in their arguments before the legislature, they have pointed out to show how many people have come into the state, and how much money they spend. It is quite an economic factor, at that [laughing]. I think most legislators were not too sympathetic to these people, but nevertheless, they still go on.

We always have, in the health and welfare committees, the chiropractors with a lot of bills, and it usually ends up in discussions

between doctors and chiropractors, and they get rather heated at times.

And financial relief for cities and counties, as well as schools. At the last session, they had made quite a study of all the charters of the cities, and all the city charters were changed and simplified. And the interim committee that had studied the city charters had met with the city officials and worked with them to bring about better charters. So quite an improvement was made in this area.

Oh, other bills included fish and game law changes, and mining law changes; there was the creation of the narcotics bureau, corporate gambling, as to whether gambling businesses should be allowed to exist as corporations, and allow people throughout the state or the United States to buy stock, and have a say, in part of the ownership of gambling, and this change was made. There was the feeling that, possibly, by allowing corporate gambling that it would attract people like Hilton Hotels, and other recognized institutions that might help the gambling. Questions were always raised as to how you were going to be able to control ownership. If anyone was allowed to buy stock in these gambling establishments, how would you be able to keep control out of the hands of the undesirables? But there were certain restrictions placed on the purchasers, that when any amounts of stock changed hands, the purchasers had to be made known and approved, so that their feeling was that corporate gambling would probably help keep gambling cleaner than it had been, and would probably improve it.

I really didn't know whether it would or not. I did raise the question as to whether they would be able to control it, and the answer I got was that they thought they could control it as well or better under corporate gambling than under the old system. And I think only

time is going to tell whether it was a good move or not.

We notice a lot of big operations coming into Clark County, particularly into Las Vegas. I noticed just the other day that Metro-Goldwyn-Mayer is going to build the biggest hotel in the world in Clark County in Las Vegas. And they're also going to go into the building [of] three cruising ships for rich people, one to be located in the Mediterranean, one on the East Coast, and one on the West Coast. And then the Hilton Hotels have taken over some of the hotels in Clark County. And, of course, we've had Howard Hughes, who has a corporation, and I notice that Harrah's Club is now offering stock to be sold in their organization, and that anyone in the community that wants to buy some may do it.

I don't know. I just don't—it's something that I just don't think we can say. I think we'll have to be vigilant all the time and try to keep control. But it seems like it's attracting more legitimate business than it did before. Such institutions as I've just mentioned would seem to be legitimate.

Then in the last session, the subject of ecology, or environmental control, was one that had just come into concern by the people. And in both houses, committees were established for ecology, which they had never had before, and there were numerous bills introduced and referred to this committee. I think, in Nevada, that there might have been a tendency to go overboard in ecology. The mere mention of the word "ecology" and "environmental control" gets people pretty well worked up, and we received just numerous letters and telegrams, and especially was this true with the schoolchildren. Evidently, the teachers had done a lot of work in their classes to talk about environment [laughing] and ecology, and we had letters by the hundreds



from students throughout the state where they had been studying certain things in their classes, and possibly, writing to legislators was part of the assignment, because [laughing] we got all kinds of them.

Someone mentioned that he had received letters about the way the highway looked, and about the way the papers and things were being strewn all over, and he said he'd gone by one of the schools that day, and he saw in the playground there more papers and junk and stuff than he'd seen for a long time. And yet he'd received letters from the students. So maybe they weren't as serious about it as they thought.

But anyway, I think, in Nevada, as I said, I think there was a tendency, maybe, to go overboard, and maybe some bills were passed that were a little bit more restrictive than they should have been in the beginning because the problem of ecology and environmental control in Nevada is not nearly as serious here as it is in most other places in the country, certainly not as it is around or near big cities. But, of course, if we're going to control our environment and prevent us from having the same kind of things that they do have elsewhere, I think the thing to do is to get started now. But we can't really—we've got to give industry and companies time to make changes. We can't just close in on them and close them down and throw people out of work, and create problems greater than if we would've allowed 'em to make the changes over a period of time. But certainly, it's a good thing that we are waking up to what could happen in this state, but I don't think that we're in any great danger yet of reaching a point where health hazards are too much involved.

However, I think, with these committees being formed, and with various studies that are being made in between sessions, that

probably, at forthcoming sessions that there'll be important bills passed that will probably have been studied out a little bit better than they were at the last session, because when everybody gets all worked up about ecology, everybody had to have a few bills in there to show that he was concerned or interested in it. I didn't have, [laughing] but an awful lot of 'em did.

\* \* \* \* \*

Well, the last three sessions, they were in 1967, '69, and '71, which were regular sessions that I attended, have established records for time in session, going from the regular sixty days' time limit that's put on a session, to as high as ninety-nine days, at the last session. The session before, 1969, was for ninety-five days, the 1971 session was for ninety-nine. Sixty days has been fixed as the length of a regular session of the legislature. It used to be that at the end of sixty days, they stopped the clock in each house, and then proceeded on, as though they were still continuing on that same day. And often, they would stay for several more days. Even though the clock was stopped, it would actually be more days.

Well, there were several questions raised as to the legality of this procedure, and questions as to whether any legislation that was passed after the stopping of the clock might be legal. So when these questions were raised, there is no limit, now, placed upon the length of a session, although sixty days is the time fixed when the legislators can receive pay, so that a legislator's pay stops at the end of a sixty-day period. But the session can still go on for any length, any amount of time.

Legislators are paid forty dollars a day for the sixty days, and then they have received twenty-five dollars a day for per diem, or expenses, and the per diem goes on, regardless



of whether the session lasts ninety-nine days or not. But the forty dollars stops. Legislators are allowed sixty dollars, also, for stamps, and they are allowed to take so many trips back to their home. I, right offhand, don't know how many trips they're allowed, and how much they're allowed on that. It really didn't involve me because I came home most every night. Some stormy nights I stayed over there.

Well, actually, now, some people hear that forty dollars plus the twenty-five dollars, and think that is big pay. But it really isn't big pay. I'd say that most of the legislators on that basis lose money. Certainly, businessmen who have to leave their business and come to the legislature, and a sacrifice of that type, it's a loss to them. It means, particularly, that if people come from any distance where they can't go home, and they have to stay in motels and eat out, and so on, and in addition to giving up their business, it's not good pay, I don't think.

There probably will be quite an effort made to increase the amount of pay in the future. You see, I would say that for people in this immediate area, and Carson, and people within an area where they can go home, that that's quite a satisfactory amount, depending, of course, again, on the person. There's certain kinds of people, like myself, who were retired, that I'm not giving up any time in business, or anything of that nature, so that for me, it was entirely satisfactory. I think, compared to many other state legislatures, that the pay probably [is] not up to average. The bigger states, of course, pay a tremendous amount to their legislators; the smaller states pay considerably less. I think that the amount of work that is before the legislature now is increasing each year, and the amount of work that legislators do in between sessions, even, is quite a bit. And with the amount of work increasing, and the amount of time that

legislators have to put in, I don't think that it's particularly good pay.

I was going to mention that the number of bills and resolutions that are introduced continue to increase each session. I noted down here, that in the '69 session, there were 1,590 bills and resolutions introduced, which really reflected over one hundred percent increase over the number that were introduced in 1961. There were less than seven hundred bills in the '69 session. In the 1971 session, there were over 1,700 bills and resolutions introduced. So, you see, it is going up there from seven or eight hundred to 1,590 to 1,700, and as the state grows and the problems get bigger, then more and more bills keep being introduced.

Of these bills, probably it would vary, but I would just roughly guess that probably less than fifty percent of them actually pass. Now, there are a lot of duplications of bills. There's some concern expressed on the part of the legislators that a lot of duplicate bills appear, that practically the same bill might appear in the assembly as one that appears in the senate. And there ought to be some way, and they've talked about how they can stop the duplication of bills.

But what happens is somebody wants—some organization or some individual wants—to get certain bills introduced, and he or the organization might approach a senator, and they'll approach an assemblyman with the same bill, thinking that if they get it introduced in both houses, they've got a better chance. Well, those bills are introduced, and probably, neither the assemblyman or the senator knows that they've been introduced by someone else. The only ones that would know would be the bill drafters, and sometimes, these bills are introduced before the session ever starts—that is, they're drafted. In fact, the bill drafters are so rushed during the time of

the session that they encourage the legislators to submit bills to them in advance, if they can.

Well, now, of course, a senator is elected, and sometimes there's a carry-over senator. He knows, maybe two years in advance, that he's going back. An assemblyman, of course, he doesn't know; he has to take a chance, so that if he's elected in November, he still has a couple of months in which he can submit suggested bills to the bill drafter, and have them made up in advance. So he may get this bill drafted, and a senator sends it in, too. Well, the bill drafters can't say to the senator, "Well, we already got that. You can't introduce your bill. There's no use in drafting it." So some way or other there, we get a lot— quite a few duplications.

But this increase reflects the growth of the state and the increasing need for legislation. And it really is approaching that there's too many bills introduced to be able to handle them in sixty days. Serious consideration was given by legislators to have annual sessions, and this was put to the voters in the general election of 1970. And the people turned it down by a pretty good majority. I think the general feeling on the part of the public was that if you had annual sessions, that it would cost a lot more money to the taxpayers, and they felt that if the legislature met every year, that the cities, and counties, and the schools, and the state would be back again every year for additional funds, rather than every two years. And they felt that every time there's a session going that legislators themselves would spend more money, and they just figured that it would cost more to operate that way.

Well, maybe that's true. But they certainly cannot get the business done now in sixty days unless there're an awful lot of changes made to speed it up. There's been some suggestions

made that maybe a regular session be held in odd years, and in the even years, that maybe there'd be some sort of a twenty-day session, for instance, maybe just a budget session in alternate years. Or maybe a special session for a period of twenty or thirty days to take care of things that can't be taken in the regular session. But there's that possibility. There's been a suggestion made that maybe a one-house legislature, as they have in Nebraska, might speed things up. But anyway, I'm sure that they'll be working on those ideas of speeding up legislation, and trying to get it so that they can handle it within a quicker time.

But from the experience that I have had, I just don't think, with the number of the bills that are being introduced and the practices that are followed, that sixty days is enough. I know the legislature sometimes receives criticism right in the beginning of the session, when maybe they may not be in session on Friday afternoons, or even occasionally on Fridays. But what happens lots of times is that so many bills are brought before the bill drafters to be drafted that they get bogged down and can't get the bills out to the session, and it's just as well to close up that Friday and let the bill drafters work and get caught up so that we can proceed a little faster after we once come back.

Well, there's certainly much good legislation that's passed, I think. There's lots of poor legislation that's introduced, and seems like quite a few duplications. Maybe each individual legislator thinks he has to introduce many bills. Maybe he thinks that that's going to reflect on whether he's a good legislator or not, if he gets a lot of bills introduced. But if he doesn't get them passed, why, he can't take much credit [laughing] for that.

I did hear one suggestion made. Actually, what a bill costs to process, by the time it's

drafted, and by the time it goes through the process there of both houses, and whether it's amended, and how long it is, and how many times it has to be reprinted, and all, varies. But I've heard it said that the average bill probably costs three to four hundred dollars to process. And some of those bills that are so big, that are almost books, themselves, and then have to be amended and changed and done over again, then the cost of them is considerably more. But someone suggested that each legislator be limited to, say, ten bills. And then if he introduced any more than that, he had to pay the cost of having them [laughing] processed. That would make each legislator look pretty carefully at the bills that he *did* introduce. I don't know whether that has received any serious consideration or not, but at least it was suggested.

Well, legislators, as I say, receive forty dollars a day for sixty days, they received twenty-five dollars per diem, receive an allowance for stamps, and they receive an allowance for going home. Well, also, the legislators have set up a pension system for the legislators, which is separate from the regular employees' pension system. I'm not sure just how far back that goes. But at first, it was a part of the regular employees' pension system, and then, in the early '60's, I think it was made a separate legislative pension system which is administered by the public employees' pension system, although it's a separate one. If a legislator serves for a period of eight years, when he's eligible to retire, he can retire at a hundred and sixty dollars a month. And for each additional year that he serves, it adds another twenty dollars a year, so that for nine years, it'd be a hundred and eighty dollars, for ten years it'd be two hundred, and that goes on up to as high as twenty-five years. If anyone should serve as

much as twenty-five years, he could retire at five hundred dollars a month.

At the last session of the legislature, an attempt was made to raise the per diem and the expenses of the legislature. Legislators can't raise their own pay during the term that they are serving. They could raise it for a succeeding legislature, or a succeeding term. But there was an attempt made to raise the per diem, and at first, it was voted down. As the session progressed, it finally did pass, after several amendments. It raised the per diem so that each legislator, after the third Monday in January of 1973, was to be allowed thirty dollars per diem (of course, instead of the twenty-five). And after January of 1973, if he lived less than seventy miles from Carson City, he would get thirty dollars per diem, and if he lived more than seventy miles, he would get fifty dollars per diem.

The reason for that thinking was, of course, that for those who live less than seventy miles, they would be in a position to go home. They'd have a little more traveling expense going back and forth, but they still could go home, and they wouldn't have to pay for a room, or they wouldn't have to pay for as many meals, and that seemed to be a fair way to most of 'em. Those who were living a long distance, from, say, Elko, or Clark County, were farther than the seventy miles and did have additional expense. And it seemed fair to allow them more per diem than for those that were living right in Carson, or they were living a distance where they could get home in three quarters of an hour. So, actually, that was passed.

It was tied in with a bill which made it a little more difficult to vote against it, in that it proposed a raise for the governor, and it proposed to raise his salary from \$25,000 a year to \$30,000 up to 1975, and then it raised

it after 1975 to \$40,000. It also had in it the secretary of state, raising his salary from \$15,000 to \$18,000 up to 1975, and then to \$22,500 after that; and the attorney general from \$18,000 to \$22,500, and then after 1975 to \$30,000. Apparently, they were taking into account that we were going to continue to have inflation, and the salaries will be needed more than ever.

But the fact that the governor of the state received \$25,000, that the secretary of state \$15,000, and the attorney general \$18,000, when those were compared to some of the other salaries being paid throughout the state, there was the general feeling that these salaries were far too low. When you compare the governor's salary with, say, some of the state—well, the school superintendents, some of the officials at the University, and some of the city and county managers, their salaries were just far too low. And the fact that these other raises were tied in here with these bills, and the session got right near the end, it was a case of either voting against these three, or allowing them.

I felt, while I voted against the bill the first time, when it was revised and more was given for the people who lived seventy miles away, I had a sympathy for them because I didn't feel that they were being paid enough per diem for them to be able to—well, in comparison to people that were living closer to home. So the second time, I did vote for the bill. I felt that there was more justification than there was the first time, and I felt that the salaries of the governor and the secretary of state and attorney general should be raised.

And I don't think that the pay is too great. There probably was criticism, feeling on the part of many that maybe the legislature was turning down a lot of things that should be supported, and then supporting the raise for themselves. And to some extent, this could've

been a legitimate claim. But I still think that the pay is not too great for legislators.

\* \* \* \* \*

I think I've mentioned before that I was somewhat concerned with the feeling between the north and the south becoming more and more of an issue among legislators. I think that we haven't seen anything yet, either. The control now comes into Clark County, and we look back through the history of the state, and I think that at one time, Storey County just about had control of the legislature in the early days of the state, and then it moved sort of down into the central part of the state, in the Tonopah and Goldfield area, when those communities were booming, and then back up into the northern part of the state, into Washoe and the surrounding area, and now it's going to go into Clark County.

We had, before 1965, one senator elected from each county, making a total of seventeen senators. Then when the reapportionment was made in 1965 to go into effect in 1967, that was changed so that instead of one senator from each county, there were eight from Clark County, six from Washoe, and six from the outlying small counties. Now, when the next reapportionment goes into effect, Clark County will have eleven senators, Washoe will drop one, to five, and the small counties will drop two, to four. So that with Clark County coming into control, having eleven out of twenty senators, and twenty-two out of the forty assemblymen, we see that the complete control of the legislature is going to be in their hands.

Now, of course, we have two parties. We have a Democratic and Republican party, and there's always a struggle as to see who's going to control the committees,

and who's going to organize the different houses. I'm wondering whether that will be more important than north-south, or whether they'll still follow along party lines. Of course, in Clark County, the Democratic party is very much in the majority. And the probability is that most of the legislators that get elected from Clark County are going to be Democrats. That was true this time. Clark County might have enough Democrats to even control the Democratic party, and also control the organization of both houses. And, of course, that means that they would have a majority on all committees, they'd have the chairmen of all committees, and I think that just from the feelings expressed over there on a number of bills by some of them, that they would control everything. I'm hoping that the legislators elected from Clark County will look at the welfare of the entire state, rather than just from their own locality. I know that there are some over there who will, but I have a feeling that some others won't.

When it comes to consideration of the two universities, one located in Reno and one in Clark County, I have the feeling there that the legislators from Clark County won't be quite as generous in their thinking towards the University up here. They never did feel that they were quite getting their share before, and I have an idea that they're going to make sure that they get their share this time, maybe more. Maybe that isn't a fair statement, [laughing] but I just have that feeling.

And when you consider such things as the establishment of a medical school, what chance do you think it would've had of being established in Reno in 1973? And when it comes time for the establishment—if there is a time, for the establishment of a legal school, which is already being talked about, even though the University at Reno seems to have an advantage so far as facilities and

progress being made along that line already, I'd like to take a bet at this time that it'll never be established in Reno.

The control of the universities—I hope that the legislature will never feel that it has to control certain things in the universities, oh, such as the curriculum, or the line budget. There was some attempt made in the '69 session to control the universities by establishing a line budget so that the actual control was with the legislature, rather than with the officials and the Board of Regents at the University. And I don't think that legislators are qualified to get into that type of thing, but there's always that danger. When it comes to the establishment of community colleges and control of the University budget, I just hope that, again, that we'll have legislators there looking at the overall state needs, rather than just Clark County.

Taxes for the support of cities and counties will be under their control, certainly the regulation of gambling, so that I, personally, am quite concerned, the fact that the control's all coming from one county.

\* \* \* \* \*

Well, if I were to give any brief evaluation of the way I feel about the legislature, I might put it this way, that while one hears a great deal of criticism of the legislative procedures, for the most part, I believe that the Nevada legislature operates in a very efficient manner. The Legislative Counsel and his staff know the procedures from A to Z, and they operate in a very efficient manner. And both houses have been fortunate in having efficient staffs. I'm told that with the cooperation with the State Printing Office and procedures that they've adopted, that the Nevada legislature is far in advance of most states in efficiency. A recent study ranked Nevada thirteenth, and



this was before the new building was built in 1968.

There are many things that they said would have placed Nevada higher in ranking if the new building had been occupied at the time the study was made. So when the next study is made when the legislature is operating in the new building with all the improved facilities, it is quite likely that the Nevada legislature will rank even higher than thirteenth.

In the old building, certainly, there was a lack of privacy for legislators, oh, to read bills, study, or to answer correspondence. There was a lack of office space—as a matter of fact, there wasn't any office space for legislators outside of the—well, the lieutenant governor had an office, and the speaker of the assembly had one, but it wasn't entirely private. It was sometimes used for committee meetings. There was a lack of committee rooms. Actually, there weren't enough committee rooms to allow all committees to meet at the same time. The phone space was limited, and the public was right on top of legislators. If the session were over, and you wanted to sit at your desk and read for a while, or study bills, and so on, you'd be very lucky if someone wasn't right in there at your desk, asking you about certain things. Either the public or lobbyist were there to interfere with whatever you wanted to do. And there weren't very many places where a legislator could go to get any kind of privacy, so that certainly, this was a big handicap for a legislator.

Now, in the new building, each legislator does have an office where he can go. He has to share it with another legislator. We didn't all have private offices, but generally, there were two of us in each office where you could go and read your bills and answer your correspondence, and things of that nature.

I don't want to give the impression there that I am against lobbyists, because I think that lobbyists do perform a good service; that is, many of them do. A good lobbyist is valuable in many respects to a legislator. There are lobbyists there who represent different interests who know a lot of information that a legislator sometimes wants to get. For instance, a representative of the mining industry, there are certain bills that might be introduced regarding mining which a legislator doesn't always know about. And if he can go to a lobbyist and talk to him about a certain bill, and get the information on both sides, and if he can trust the lobbyist to give him the true information, and he gets to believe in that fellow, that he's really good, and that he's honest about it, and he will give him the real information. There are other lobbyists there who don't have information, but just simply say, "Vote for this bill," or, "Our group wants you to vote for this bill," but they don't have any information to give you that would be of any value in determining whether the bill's a good one or not. But there are a good many lobbyists there that are quite valuable, and are trusted by the legislators because they've given them the real dope.

Well, for instance, a lobbyist for the University—if the legislators feel that the representatives of the University are giving them real, honest information, and they develop a trust in them, that they know that they are, why, it's quite valuable to the legislator, and it's valuable to the University. And I'll say that at the present time that the University is very well represented over there, and that they do have the trust of the legislators, and the same is true with the state Department of Education. If they can call on the superintendent of education to give them the real facts and the real information about the schools, it's of great value to them.



Well, I'd always sorta had the feeling that lobbyists were kinda a nuisance, and maybe they shouldn't be there, and all, but I really changed my mind about them because I found several of them over there that I could go to and be assured of an honest answer, and I could get good information from them. Those that just were there to say, "Vote for my bill because our group wants you to," why, that didn't carry much weight, and they weren't of any great value.

But the same thing might be said of letters that we received. If someone would write you a letter and tell you something about the bill, or the reasons why they wanted you to vote for or against it, and had some good reasons, it certainly carried a lot more weight than a hundred letters that didn't say anything except the same thing. Many letters said the same thing, probably written by one person, and different people signed them. So that anybody that really wants to have an influence with a legislator should write him a letter that gives the legislator important information about a bill and not have dozens of people write and just say the same thing over and over again.

So far as the legislature itself, especially in the senate, if I were to criticize, I would say, first, that there was too much authority resting in too few. And this was particularly true of certain committees, important committees, particularly the finance committee. The finance committee in the senate consists of seven members. And what it would really amount to is that four members can control any finance bill or any appropriation, and they can kill any bill having an expenditure of funds, no matter how small the expenditure is. So that if you happened to get four very conservative people on the finance committee, they'd have control of any bill that had any money in it at all. And the final approval of the budget is always submitted near the very

last day of the session. And it would have in it support of different agencies, it would have an awful lot of things in it—the finance bill for the schools, or all the important finance bills would come at the very last of the session, when you didn't have much choice. You either had to take 'em or leave 'em, almost, because here it was, and here's the session about over.

Well, I can see why the committee couldn't decide on all these important finance bills until they got all of them together to see where we stood, see how much money the taxes we then had would bring in, and how much the total bill was going to be. I can understand why the finance committee would have to delay these things until late in the session. But at the same time, they probably could've given more information as we went along, as to what the situation was. And I think, too, that something should be done to probably give other legislators an opportunity to participate more in the workings of the finance committee. I'm not just sure how this should be done, but certainly, if a legislator has bills or a bill that has some finance in it, he should always be given the opportunity to appear before the finance committee to speak his piece for the bill.

Now, this, pretty generally, was the case. If you went to the chairman and said, "Now, I want to have an opportunity to appear before this committee to support this bill," you'd probably get the opportunity. But I had the experience in the first session where I wasn't too well up on things, and having a couple of my bills killed without my even knowing about it, or having an opportunity to appear before the committee. But the committee was needled quite a bit in the session about their not giving enough information to the general senate meeting, itself. But we noticed that there was more needling to have the financial problems explained. They wanted to know

how much money was coming in from the various taxes, and how much the total bill seemed to be. As the session went along, there was a feeling that the finance committee owed an obligation to all of us to make known what the situation was.

There was some talk about an enlargement of the finance committee, and there was also some talk of the possibility of combining the committees. Instead of having as many committees as there were, if they could combine, say, the finance committee and taxation, those seemed to be able to go together. Maybe two or three others could've been combined so that you might cut the committees down so that everybody was serving on an important committee. There was a feeling that maybe it would speed up things, and maybe it would give everybody a little bit more to say about things. But I don't know whether that will ever be done or not, but I know that there's considerable talk of having fewer committees. But if those committees could be cut in half, and everybody serve on a lesser number, it might be better. I served on four committees; if I were to serve only on two important committees, maybe I could do a better job, I don't know.

\* \* \* \* \*

Well, most of the bills that I introduced had to do with education. And a good many of the bills that I introduced I introduced as committee bills, introduced from the education committee rather than my own name, although I did introduce a number in my own name. But I felt that in many cases, the bill might have a better chance of passing if it went in as an education committee bill, at least if I could get the support of the education committee, why, then, I already had a good

start. And so I'd say that while not all the bills I introduced were education bills, most of them were.

One of the first bills that I introduced was to provide for a better way of selling school property. The sale of school property was always a big problem. You had schools that would become obsolete, either because of the age of the school building, or because the area in which the school was located had now become an area where there were very few schoolchildren. You might say that when a community, say, such as Reno, first started, that the schools were really pretty much around the fringe of the community. And then as the community grew out past those schools, then they began to [build] a second circle of schools, so that you went around the outside again. And then you reached, maybe, the third circle, and by that time, the inner circle was the business area, and pretty much, your schools were downtown, where there was no more school population. For instance, in Washoe County, the Northside Junior High School was downtown in a very poor location for a school, between the railroad tracks and the highway, where there was lots of traffic, and where there was lots of noise, and probably not ten percent, certainly in the last years, of the children living within walking distance of the school. And so we wanted to sell that school. We had it appraised, and as I recall, the appraisal was something like \$870,000. And we wanted to sell it, and under the law, the only way we could sell it was for cash. And we were not allowed by law to employ a real estate agent and pay him a fee. I mean, we could ask for his help, but we couldn't pay him anything. So if a real estate agent couldn't get a fee for selling it, he wasn't going to be interested in helping us sell it. And certainly, there would

be an advantage in a real estate man being able to help, because he gets inquiries from people outside wanting locations for different businesses.

In the case of the Northside School, we were able to sell it, however. We did, after four or five attempts, finally get a buyer. And the fact that it happened to be located in an area that was very desirable for a gambling organization made it possible that they could pay for it. But other attempts that we made to sell schools, we found it very difficult to sell them for cash.

Well, let me say that we did sell some school buildings. We sold the old Anderson School on South Virginia Street. It was a very desirable location there for a service station. We sold the Babcock administration building, the old Southside School, which we traded to the city of Reno for other property and an additional amount of cash, and such small schools as—for instance, the Home Gardens School, we sold that, and a little school located up at Mogul. But our attempts to sell the old Reno High School building, which had become obsolete, and the Sparks High School building, we just didn't have any luck selling them because we couldn't find anybody with that much cash.

I introduced a bill, then, that would allow for payments over a period of ten years, and an allowance for employment and payment of a real estate agent. And a short time after that, after the bill had passed, the school district was able to sell the old Sparks Junior-Senior High School property, and they were able to sell a portion of the Reno High School site, but not all of it. They may still be able to sell that, but the back part of the property was not as desirable as the part on the Fourth Street side. But at any rate, the bill did make it possible for the schools to sell property, and

I understand in Las Vegas that it helped them in several cases there to sell their property.

Another bill that I introduced was known as the Professional Practices Act, which had been requested by the Nevada State Education Association. It was not particularly favorable to the school boards or the administration, but they didn't oppose it and it finally passed. The bill defines the reasons why a teacher may be dismissed. It outlines the reasons that a school board might dismiss the teacher. It requires the school board to give sufficient notice to a teacher that she's not to be reemployed, or that she's to be dismissed. It requires that the principal of the school give reasons why. Then after the teacher receives notice that she's to be dismissed or not to be reemployed, she may request a hearing before a panel to be selected by the state superintendent, as he nominates a group of teachers and principals to serve on his panel. When the teacher requests that a study be made, a panel is selected from this overall group. The panel studies the situation and makes a recommendation to the trustees as to whether the teacher should be employed or should not be. The board still has the opportunity to do as it wishes, it may follow the suggestion of the panel, or it may do as it wants. But it guarantees that the teacher shall have the opportunity to be heard, and it means that all sides will be brought out. Now, if a teacher doesn't feel that she has a chance, or that she probably should be dismissed, or she at least doesn't feel that she has a chance of reemployment, why, then she lets it go.

The principal, in making his recommendations to the board, really has to substantiate why. And one of the reasons that I felt that this was important is that I always felt—I sometimes found that principals didn't supervise the teachers as much as we'd like to have them. And the end of the year would

come, and probably that principal hadn't supervised the teacher, or hadn't been in her room enough to know whether she was a good or a bad teacher, and he would just recommend that she not be reemployed. And it might come as somewhat of a surprise to her, and I felt that something like this would at least make him get on the job a little bit better to find out whether she was a good teacher or not.

And I always felt that it was an important part of a principal's job to visit the teacher and try to help make her a better teacher, and if she had certain weaknesses, that after he visited her, he should talk with her and point out to her that, "Here are your weaknesses, and here are your strengths. Now, I would like to see you improve in these areas." And in the next session, the next time he visited her, he would go over again the same things that he had talked about before. And if she had improved in the areas that he said she should improve, then he should call that to her attention and encourage her, and offer her suggestions. And he should, at the same time, bring out the strengths of the teacher. And he could do all of this in a way that he'd make the teacher feel that he was trying to help her.

But after he had worked with her and suggested over and over the areas in which she should improve, and she didn't make any improvement, he'd put this down on her evaluation and have her sign it, and when the end of the year came and he was going to make a recommendation, then he would have worked with her and shown her, and she hadn't made any effort, or hadn't made any improvement, then she wouldn't have anything to stand on.

But I felt that the bill was good. It would help make the principal do his job better, and it would give the teacher an opportunity to be heard as to why she wasn't employed. The bill

is a little bit lengthy, and it is somewhat time-consuming, and that's the biggest criticism that probably the school authorities had with it.

I introduced a bill wherein night schools were to receive ADA funds from the state for students working on high school diplomas. Before, students who dropped out of high school and then wanted to go back and work for their diploma in night school would have to pay fees for each course. And in many cases, these students who had dropped out of high school were unemployed, or they were in jobs that didn't pay them much, or they'd gotten married and their financial status was such that they found the payment of fees for attendance at each class rather hard for them to meet, which often discouraged them from going back and trying to get their high school diploma. And I felt that while night school for other people who wanted to improve themselves, and they wanted to take typewriting, or they wanted to take courses in various things that would help them on their job, that they should pay a fee. But for these people who were going back to school to try to get their high school diploma, which would help them to get a better job, or help them to get a job, that in my opinion, it would be fairer to give them the same opportunity as a high school student who would get his education furnished to him. So this would allow the night schools to keep track of the attendance of such students, and to count them as ADA, which would give them enough money so that they wouldn't have to charge tuition.

Well, that was passed, and I'm told that the attendance at the Washoe County night school of this type of student had more than doubled since the passage of that bill. So it meant that finances were keeping a lot of them from going back.

There was another bill that provided ADA funds for blind and deaf children who

were less than three years old. Now, this was a request made from Clark County, where they had blind and deaf children. And this was particularly true of deaf children, where, if they're totally deaf, they really don't have a starting ground to start in to teach them. They don't understand words, they can't say any words. Where do you start teaching a totally deaf child? And their contention was that you had to start when the child was very young.

Las Vegas had a school where they were teaching the deaf and were allowing the mothers to bring the child for a period of time during the day, and had an expert teacher who was working with these children when they were just two years old. And they felt that unless you started young with these children, that they were just always going to be seriously handicapped. You *had* to start at least when they were two. So this was a bill to allow ADA for these children, who were starting under the age of three years. The way the law existed, they would be able to get the funds for three years and up. This would lower that down to any age.

There was also a bill that was passed at the last session, providing state funds for blind children who had to be sent [to] out-of-state schools; oh, to schools such as the one in Ogden for the deaf and blind, or other schools in the western states. The state did provide for parents who had such children, but the parent had to swear that he was unable to pay for this himself. And I knew of several cases where the parents were so proud that they would not say that, would not swear to it. And yet, having to send the child out of state was a real burden to them. And they just wouldn't— they felt they were making liars out of themselves if they said that they couldn't afford to send the child, where I knew in two cases, for sure, that they couldn't afford to, but they were doing it at a tremendous sacrifice. And in both cases,

these were adopted children. And I thought if these people had adopted children with such a handicap and were making a great struggle to send them out of state for a portion of the year, that they ought to have the help, as well as people who *would* say that they couldn't afford it. So that bill was passed, as well.

Another education bill allowed schools to rent or lease property which the school had bought up for future school sites, might be out around the outlying parts of the city, next to a farm, and maybe the farmer would say, "I'd like to rent or lease your property so I can raise some onions or potatoes, if you're not going to use this land."

Well, the way the law was, the school had to advertise for bids on the land before they could rent it, and rent it to the highest bidder. Well, the chances are, in most cases, nobody wanted to do this except the fellow that lived next to the land. So after they went through all this rigamarole of advertising, and all of the red tape they had to do, that it'd probably cost them as much as they'd get for the rent. So there was a limitation placed on that. If the amount of money involved was not more than five hundred dollars, they could go ahead and rent it without going through the red tape.

Another bill was to permit the expunging or sealing of records of juveniles who might've gotten in trouble at one time or another. In any case in which a child has been taken into custody by a peace officer or appears before a judge, the child or the probation officer may petition in his behalf for the sealing of all records relating to the child, including the records of arrests, but not including minor traffic violations, in any court, if, after three years, he has not been convicted of a felony or any misdemeanor involving moral turpitude, and that rehabilitation has been attained satisfactory to the court. In other words, if a child is arrested and taken before a court



and he has a record, they may ask that these records be expunged or sealed if after three years, he hasn't been convicted of any felony or crime involving moral turpitude.

The reason behind this bill was that I guess that most people, most of us, do things, sometimes as a child or in our teens that, after we get older, we're somewhat ashamed of them. We do them because we either don't know any better, or we just think that it doesn't make any difference. And you shouldn't have to always pay for something you've done when you're younger, and you shouldn't have to—I think—carry that record with you. And if every time you have to apply for a job, and you're asked if you've ever been arrested for certain things, and you always have to say yes, the chances are that it'll handicap you in getting the job. It may handicap you in getting into a university, and it may handicap you in getting into a service, maybe the Army, or Navy. Or if you do get in, it may handicap you in getting into an officers' training school, or something that would be of benefit to you. And if you have done something, and you have straightened out, and for a period of three years, you have had no record at all, I think, then, that person is entitled to have that record sealed. And what it really means is that in the bill, it did say that if that record has been sealed by the court, that then you may say, if you are asked, "Have you ever been arrested?" you may say no, and you may act then as though it never took place. So I think, now, particularly, with so many young people getting into difficulty, that if they understand that if they do get into difficulty, that they have an opportunity—if they behave themselves for three years and keep out of trouble—that they can get that record sealed, that it will be a big help to young people. So that one was passed all right.

Well, many other bills were introduced at the request of the state Department of Education, and correcting the school code, or maybe other desirable changes in the code, a bill changing interest rates for which bonds for schools of cities and counties could be sold. The old law said that school bonds or city bonds or county bonds could not be sold for a higher interest rate than five percent. Well, it got so that bonds couldn't be sold for that amount, that the rate went up, and so it became necessary to raise that rate. And the first session, it was raised to six percent. And when we went back to the next session in 1971, it was somewhat doubtful if bonds could be sold at six percent. So it was raised—the law was raised—then, to seven percent.

Well, some people felt that by raising the bond rate that you were always going to get a higher bid. But that wouldn't necessarily follow, because you'd ask for competitive bids, and when bonds are sold for schools, bids are received from Chicago and New York and locally, they're going to bid on these bonds in competition. And whether the maximum is seven or five, you've still got the competition there. When the ceiling for the interest rate was five percent, bids were received here as low as three percent. The lowest rate of bonds sold was for the present Reno High School, at one percent. And the maximum amount of interest really doesn't tell what the bid is going to be. So if you put the maximum up to seven percent, it didn't actually mean that you were always going to get a bid of seven percent. It depended on what the market was. Oh, I introduced bills requested by university officials. I strongly backed the establishment of the medical school on the Reno campus.

There were two bills that I introduced which were killed, for which I felt very bad. And I think the bills have merit and should



be passed, and that someday, they will be passed. The first one was the state support for summer school programs. As it is now, summer school programs are carried on and supported entirely by charging the students tuition. And sometimes, maybe the school district may partially support the summer school out of other funds they have, but not very much. Almost all of them are carried on by charging tuition of the students who go.

Well, there has been quite a push for the extended school year, twelve-month school. Every time a bond issue, particularly, comes up, then you hear, "Here are these school buildings lying idle all summer." Well, that isn't always the case because there have been some summer school attendants here, and the buildings are being put in repair, and so on. But you hear it more and more, the argument that schools should be operated on a twelve-month basis, and many people have the idea that you could operate much cheaper, you'd save a lot of money if you did have twelve-month schools. Actually, some people I've heard say, "Here the teachers only teach nine months out of the year. Let 'em teach twelve." Well, you're not going to get teachers to teach twelve months for the same salary as they do for nine. They'll go someplace else where they can get more money.

But at any rate, as you hear a great deal more about a twelve-month school, I've always felt that there are lots of arguments against operating schools on a twelve months' basis, as such. If you had twelve-month school, you'd have to figure that the legislature would have to provide ADA for three more months than they normally do now, so that the cost to the state would go up a quarter higher than it is now. And the question is always raised, if you had a twelvemonth school, and say it was on a quarterly basis,

and everybody went to school three quarters, but you ran through the summer, who goes to school in the summertime? Would people be willing to have their children go to school in the summer? Would all the children in a family be able to go at the same time?

We had a man talk to us who was teaching at the University who had been back in Pennsylvania, where they had twelve-month schools, and he said the big problem was to decide who went in the summertime. If you had lots of influence, you got your children to go in the regular year, from September to June, and if you didn't have influence, why, you went in the summertime.

So anyway, I felt that one of the best ways to get a twelve-month school would be to have the summer school an optional quarter. But the biggest reason that people didn't send their children to summer school was because of the tuition factor, and because there was no transportation to the schools. They either had to have a car to get the children there, or they had to walk—go a long distance. And if there was transportation provided, and if the school were free, then the people who didn't have the money to send their children would send them.

I ventured to say that summer school would be tripled almost overnight if there was no tuition charged and if there was transportation provided. So if they wanted to talk about twelve-month school, maybe the easiest way to get [that] would be to have the state provide for summer school so that tuition wouldn't be charged, and transportation would be provided. You could triple school attendance in Washoe County. It went from the first year we had summer school as such from five hundred students to two thousand, and it's higher than that now, I'm sure. But if you had state aid, you could

build that up so it would really amount to something.

In summer school, you could provide—oh, you could provide remedial work, enrichment work, subjects that students don't have the time in regular school to take that they want to take, such as typewriting, maybe, music, art. Or you could have students making up for failures so that they wouldn't lose a year. You could have a variety of things here that would appeal to people to the point where attendance at summer school would be real large, I think.

So I thought that maybe this would appeal to the legislature when they were talking about twelve-month schools so much, and wanting an investigation of the twelve-month school, that maybe this would be the best way out. And I still think it would.

Well, this was turned down by the finance committee. But I think that they did listen quite a bit, and I had the opportunity to talk to the finance committee. And I think that maybe when the twelve-month school is talked about still more, and they see what it's going to cost them, so far as providing ADA funds for summer school, that maybe they'll look more favorably at the idea of a summer school program.

The second one was one where I had urged the passage of a bill to have Nevada join the Compact for Education, or the Commission of the States. Forty-two states already belong, and there were others at the time of the last session that were considering joining. I don't know how many of them did join since. But most of the states, forty-two, had joined. The fee to Nevada was \$8,000 a year, and it would require about \$8,000 a year for travel and other expenses, so that for the biennium, the total bill called for about \$18,000. However, the governor had put \$2,000 in his budget for travel, so that actually, all the finance

committee had to provide was the \$16,000. But anyway, everyone was operating on a no tax increase, and so forth, and the finance committee was pretty careful to not take on additional things, so it was killed there. But I really think eventually, that Nevada's going to join the compact.

Well, the purpose of the compact is really three-fold. First, it establishes and maintains close cooperation, understanding among the executive and the legislative, and the professional educational and lay people on a nationwide basis at the state and local levels. And second, it provides a forum for the discussion, development, crystallization, and recommendation of public policy alternatives in the field of education. And third, it provides a clearing house of information on matters relating to educational problems and how they are being met in different places throughout the nation. It establishes a state educational council of government composed of legislators, state educational leaders, and laymen. The commission meets at various times of the year and has an annual meeting.

Well, some of the services to the state, of course, is that it provides a pamphlet and a magazine, gives information by experts on numerous topics, such as community colleges, testing, higher education, handling of riots and how it's been done, remedial reading programs, studies on the twelve-month school, studies of, oh, various kinds, Nevada would have the opportunity to call on experts if it had a particular problem. For instance, if the legislature were considering community colleges and wanted to know further about how they operated, and so on, an expert would come in from the commission to explain everything to them.

It just so happens that I have been invited to a conference by the Commission of the States at a meeting in San Francisco next week

on the study of special educational programs. And I indicated that I would go. The finance committee rejected the bill, principally on the basis that it was \$16,000 for a biennium. I think that eventually, it will be passed, probably in the next session.

\* \* \* \* \*

Up to now, I have served in three regular sessions of the legislature, and one special session, the 1967, '69, and '71 regular sessions, and the 1968 special session, which was called by Governor Laxalt. This was the thirteenth special session that's ever been called. A special session may be called only by the governor, and he specifies the reasons for calling it. No other business may be acted upon by the legislature except what the governor has specified, or by those things which he gives permission during the session. This special session lasted nineteen days. A special session generally is for the term of twenty days. And legislators are paid for a period up to twenty days, and they get the usual per diem for that time. If the session goes over twenty days, then the pay stops, but the per diem goes on. The legislature appropriated \$200,000 for this special session. It lasted for nineteen days.

A governor really hesitates, does not like to call a special session unless there is a real emergency, because the pressure gets pretty hard on him to bring up a lot of additional things other than the reason for which he calls the session. For instance, he may have a real emergency, or even two, and then, when it's determined that he's going to call a special session, then different groups and organizations, and all, find that they have some real emergencies, and they put the pressure on him to include these things, which then would have a tendency to increase the length of the session and make it more expensive

for the session. Education, for instance, and labor groups, and welfare groups, and various state agencies, and organizations of all kinds have suggestions of what they think is a crisis or is necessary to be added to the agenda, so that he does everything he can to try to keep from calling one. He called this particular one principally to meet the state problems of continuing the Medicaid program, and to meet federal regulations as outlined in Title XIX. If we were to continue with the program, it was necessary that the state, for that particular year, put up an additional \$600,000, and considerably more the following year. The legislature only put up \$600,000 and decided that they would look at the problem again when the next session took place. So it was necessary, if we were to continue with the program, that we have a special session.

And then the second reason was a proposal to create a bistate agency to administer Lake Tahoe regional planning. The governor felt that such a compact between Nevada and California was necessary to control pollution and the orderly growth of the Lake Tahoe basin, which was growing so fast that local agencies were unable to control the growth. Such a compact, if approved, would have to be also identically approved by the California legislature, and then approved by Congress. A compact bill was passed, but was amended by California, and it was not until the 1969 session that satisfactory changes were made to satisfy both California and Nevada legislatures, and then it was sent to Congress for its approval, which, after a considerable amount of time, was approved.

In addition to the two items, Governor Laxalt also specified sixteen additional items, or a total of eighteen. And most of the measures were prepared in bill form and sent to the legislators in advance, for their study prior to the session. Several of the items

were designed to correct previous legislation, which were technical in nature. This bears out pretty much what I said before, that he had, really, two main purposes in calling the special session, one for Medicaid and one for the bistate agency. The rest of them were just things that sort of crept into the session and could've been held until the regular session.

Oh, some of the other items included a meat inspection bill to comply with federal regulations, a bill to enable the Elko Community College to be established as a function of Elko County School District, and a pilot project to assist in determining the feasibility of establishing community colleges generally throughout the state. So I think that when the people in Elko heard that a special session was going to be called, that they rushed down to the governor and wished to get their community college established at that time. It wasn't an emergency great enough to call a special session, but it was one that could be put on the agenda.

The citizens of Elko felt so strongly for the need that they raised \$40,000 in the community, among themselves, to start the project. The community college at Elko and any others to be established were put under the control of the University System and made a part of the higher education system of the state, to be administered by the Board of Regents. The legislature provided \$79,000 for the fiscal year of 1969, \$50,000 of which was for general support, and \$29,000 for equipment. \$17,500 for statewide feasibility studies were cut from the bill,

Well, the idea of the community college continued to gain in favor, as reports were made of the success of the one in Elko. The 1969 session placed the college under the jurisdiction of the Board of Regents, who employed a director or a president—later, the president, Mr. Charles Donnelly. And the 1971

session provided funds for not only the Elko Community College, but for the beginning of the establishment of one in Clark County and one in western Nevada. Other items of the special session were largely technical and corrective measures needed to correct previous bills or meet minor emergencies in the state.

\* \* \* \* \*

I have touched on the bistate compact with California briefly, but I'd like to add some thoughts along that line. I said earlier that the working out of the compact with California to establish a governing agency, composed of members from the counties bordering on the Lake Tahoe basin, three each from California and Nevada, and one from Tahoe City, was considered by Governor Laxalt important enough to include on the special session agenda. In fact, this was perhaps one of the most important reasons for his calling a special session. Rapid growth of the area, both on the California and Nevada sides, brought problems in disposal of sewage, pollution of the lake by seepage from cesspools, of sewer plants, cutting of trees, building of roads, tearing up of the earth, growth of housing developments, gambling casinos on the increase, and all the things that would populate the area and ruin the natural beauty. All of these problems were developing without a way of controlling the whole basin. Each county would handle these problems in a different way, and it was argued that there needed to be an overall agency with representatives and money contributions from each entity for support of the agency.

Well, there were many problems and disagreements even between the two legislatures. But finally, agreement was reached and approved by Congress. Some of

the California counties did not approve and later refused to pay their share. The courts recently required that they do so.

Disposal of sewage has proven to be one of the big problems. Efforts were first made to transport the treated sewage to Washoe Lake. Health authorities felt that this could be done without harm to the water in the lake, but the people in Washoe Valley, however, appeared at the legislature with signed petitions, and they argued strenuously and successfully, so that the bill to provide for the taking of sewage to Washoe Lake was killed. Suggestions to treat and transport to the Truckee River met with the same opposition. Although objections were raised to going the other way—the Carson River—that has been done, and still is being done, although there are objections to that.

Well, disagreements and arguing is still going on concerning plans of the agency to slow up or declare a moratorium on growth. One big problem is the financing of outstanding bond issues in the future. It is said that unless growth is allowed, and new valuations of property are added, that the bond taxes would be almost prohibitive for the present owners of the lake property. How much will gambling interests be allowed to grow? Shall high rise buildings be allowed? Should there be a moratorium on development? Pollution control involving sewage, tree cutting, building of roads—all of these are some of the problems in a fast growing area. And it certainly would appear that unless there is an overall governing agency to control this, that one county will go ahead with one program, another county will do something else, until there's no way to actually control the overall basin. So eventually, possibly, the problems'll be worked out. But we read so much in the paper now about meetings that are being held, and oppositions to this, and opposition

to that—it looks like the agency has a hard row ahead [laughing] of it. But I do think that some controlling force has to govern it all. I guess, unless we can work it out ourselves, there will be the possibility that the federal government [might] come in and control everything.

Another problem was the water compact with California, which would divide and assign the amount of water that would be coming into Nevada and California from the Tahoe basin area, was another problem that created considerable difficulty. The water coming into Nevada would be allowed to flow down the Truckee and the Carson Rivers. The state engineer, Roland Westergard, and his various committees had studied the problem with the California authorities for several years, and they recommended approving the compact as the two bodies had agreed upon, and they felt that Nevada was receiving every bit that it was entitled to, and even probably a little more. At least, they felt that the division of the water was very fair to Nevada, and it was their recommendation that we accept it. If we didn't accept it after these long periods of study, they were afraid that we might come out worse than we had a chance to at this time.

The compact was simply an agreement as to how much water was to be allotted or assigned each state. It said nothing about how Nevada was to use the water, or where it should go. It did not specify, for instance, how much was to go to Pyramid Lake, Lahontan, or the Fallon area. This would really be up to the state of Nevada. All the compact would do would be to assign or agree upon how much water Nevada was to get, and after that point, Nevada could do what it wanted to do with it.

Well, the Indians, and particularly those from Pyramid Lake area, objected strenuously to the compact, feeling that Pyramid Lake would not be getting enough



water to keep it from receding. And a senate hearing allowed the Indians to come and express themselves. And they filled the senate chamber. Impassioned pleas were made that the Indians had a guarantee from the federal government for so much water, and they said that—well, they even said that the white man had taken their land in the first place, and that water was being wasted in the canals going to the Newlands Project, and that on top of that, that too much water was going there and being wasted, and that there should be a thorough study made of how water could be saved, and how the canals could be built so that water would not seep down and be wasted, and they wanted an investigation to find out, also, whether there was more water going to the ranches in the Newlands Projects than was needed. And their hope was, of course, if water could be saved in any of those projects, that then more water would be going into Pyramid Lake.

Well, of course, in the beginning, the Newlands Project in Churchill County, back in, I think, the '20's, early '20's, put much land under cultivation and took a great amount of water which would have gone to Pyramid Lake. And the need for more water in a growing area like the Reno-Sparks area is going to mean that more water than ever will be needed in the future, just to meet the needs in these two cities, in addition to any other developments that might take place, for instance, in Verdi, or down the river from Sparks. Any growth along the way would take more water.

However, the legislators felt that the compact should be passed, since this only specified the water that Nevada was to get, and said nothing about Pyramid. Studies, I understand, are being made by the state engineer and the Desert Research to find additional sources of water, such as wells,

cloud seeding, or other sources, such as the Snake River or Columbia River.

Oh, we hear, every once in a while, something about the possibility of some of the water from the Snake River being diverted through northern Nevada, but I think that's an awful long ways off. I think that would have to come a long time from now.

\* \* \* \* \*

I should mention something of the Legislative Commission. While I've never served on the commission, I've attended several of their meetings, and have served on interim subcommittees appointed by the commission. The commission consists of six senators and six assemblymen, three from each party in each house. That is, there would be three Republican senators, three Democratic senators and three from each in the house, with one alternate in each party in each house. The committee elects a director, a deputy director, and a legal staff, and works closely with the fiscal auditor, the state planning director, the budget director, and—in fact, all agencies of the government. The commission meets at least quarterly, sometimes oftener.

While the commission serves all year around, its work between sessions is probably the most important. It takes care of studies directed by the legislature by appointing interim committees to study and report their findings and recommendations to the next succeeding session. Some of its members attend meetings of the Western Conference of State Governments, national meetings of state legislators, they attend out-of-state meetings on such items as highways and transportation, human resources, law enforcements and criminal justice, natural resources, agriculture



and environment, government operations, and many others.

Committee assignments might be for such as the study of municipal governments, environmental problems, subdivision laws, state welfare laws, highway safety, state election laws, legislative rules, conflicts of interest, juvenile offender facilities, tax burden of senior citizens, public employees' retirement systems, Nevada Industrial Commission, and many others; studies that are directed by the legislature. These are in the form of a resolution introduced by some legislator or by some committee, recommending that a study be made of a particular phase of government. And so when the commission meets, they determine what studies have to be made and then appoint their committees, and the committees will make their report before the following session, together with recommendations, and usually, with certain bills drafted, or a recommendation that certain bills be drafted to correct whatever they feel is necessary.

These studies and recommendations help the succeeding legislature to do a better job. If a study, for instance, is made of the need for juvenile facilities, and the committee has looked into all phases of how the present ones are operating, what it looks like will be needed in the future years, the legislature can probably do a much better job and vote more intelligently with such a report coming in to them. And this would be true on any of the studies that are made, whether it be county governments, city governments, or welfare programs—although the more you study welfare, the more confused you get [laughing]. I'm not sure that anybody can come up with a solution on that!

I would like to mention, too, briefly, the interim finance committee, which was

created by the 1969 session. This consists of the members of the finance committees in both houses, who may be called into session to meet any financial crisis between sessions. One million dollars was allotted to this committee for this purpose, which is at the disposal of the committee. They are not, however, permitted to use this money for any items which have been previously turned down by the legislature. They are not, for instance, to use it to raise salaries, or raise school formulas, or do anything in conflict with that the legislature has approved.

An example of how this commission might work is, suppose that something should happen that Nevada would need to contribute, as Nevada's share, to meet certain federal requirements concerning welfare changes, and unless we are going to meet this, we may not be able to continue with a certain phase of the welfare program. Or suppose that a building has been authorized, and it's necessary for the state to put up so much money to get federal funds. Or conditions that might arise, or emergencies that might arise, in which the interim finance committee might be able to handle, and save calling a special session of the legislature. I think that was the intent of the passage of this bill, to create an interim finance committee and to allot a certain amount of money to them to take care of emergencies that might arise. And quite frequently, the emergencies that arise have to do with finances. And so this was tried out, and while there was some criticism of the manner in which they used to million dollars, I think, generally, it did prevent calling a special session of the legislature.

After my first session, I was appointed chairman of an interim committee to study the state welfare program. We studied the audit of the Welfare Department, we interviewed

ADC mothers, blind people, county welfare administrators, welfare workers, and many others. We recognized that once people got on welfare, it was difficult to get off. This was especially true of ADC mothers who had small children and could not work, with no place to leave their children, no one to take care of them. If they had to hire someone to take care of their children, it would cost them as much, or maybe more, than they were able to earn. In spite of the criticism that many people who were on welfare didn't belong there, we didn't find many, and we didn't find many people that were getting rich on welfare. We made several recommendations, some of which were passed into law. But we had a helpless feeling that we couldn't solve the welfare problem. If we could have, we'd've been in great demand throughout the whole country. And the more that we looked into it, the more confused we got.

One of the things I remember that the federal government at that time was requesting and requiring, that instead of making an examination—a thorough examination—of every applicant, that the Welfare Department just accepted those who signed a declaration of need. And their feeling was that there would be very few people who cheated, and that they would make spot checks here and there to determine whether there were cheaters.

The simplified method of determining eligibility was explained to our committee. Under the declaration system the applicant answered questions and supplied the information requested on a declaration form. No investigations were to be conducted unless there was a need for one, which avoided intensive investigations. The cost of conducting an investigation of every applicant was not thought to be merited by the number of abuses discovered. The value of this system

was questioned by our committee and we felt that it would not be desirable to adopt such a system at that time.

Although the federal regulations called for the use of the simplified form in all programs by July 1, 1969, communications from the national office indicated that there would be delays in implementing until further studies were made. Protests from many states caused the federal office of Health, Education and Welfare to take this action, which might result in a change of policy regarding the use of the simplified declaration form.

Well, this was one of the criticisms that came up here recently, this year, of so many people cheating, or charges that they were cheating and should not be on the welfare program. This might have been as a result of the fact that they were not thoroughly investigated at the time they were put on welfare. And this simplified declaration policy was instigated by the federal government. In fact, there are so many restrictions and so many conditions that have to be met on the federal program that it makes it very difficult for the state welfare, the county welfare departments to operate the way they'd like to. But we had several recommendations that we made, and some were passed. Legislation which we suggested included:

1. Allowing restitution of overpayments made to welfare recipients, creating rebuttable presumption of fraud and providing penalties.
2. Clarifying responsibility of district attorneys in pursuing non-supporting parent.
3. Authorizing director of health, welfare and rehabilitation to enter into agreements with Internal Revenue Service.

4. Requiring that the value of real property occupied as home is not considered in determining eligibility for old-age assistance.

5. Suggested deleting criterion of "actual need" in determination of amount of assistance awarded to recipient of aid to the blind.

6. Authorized petty cash fund for welfare division.

7. Suggested joint resolution urging Congress to refrain from interfering in state administration of welfare programs.

8. Act to clarify emergency assistance to needy families.

We also recommended that information regarding the costs and the problems of administering the food stamp program be obtained from other states which have adopted it. We also made recommendations regarding the responsibility to pursue nonsupporting parents, relative responsibility, a state nursing home and aid to permanently and totally disabled persons.

\* \* \* \* \*

Well, this year, I've been appointed as chairman of a committee to study facilities for juvenile offenders. And also, I'm on a committee to study methods of granting tax relief to senior citizens. We are to make recommendations as to what will be the need for juvenile offenders' facilities in the coming years. The second committee has not had a meeting yet, but my committee has met twice, once in Carson City, and two days in Clark County. We visited the old Clear Creek Job Corps facility, which is located about nine miles out of Carson, to try to determine if this facility might be

utilized in the future years, at least, utilized for this purpose.

The camp was acquired by the state from the federal government. It's a beautiful facility, very large, but it would be very expensive to maintain. There are dormitories there, there's a gymnasium, there are outdoor courts, basketball and tennis courts, there's a beautiful kitchen, large dining room, shop rooms (most of the shop equipment has been taken out, but there's still some remaining). There are numerous classrooms. There's a multipurpose room, a large meeting area. It's a beautiful facility but it would be terrifically expensive to operate it just as a juvenile offender facility. It might be all right for a large area, maybe one in California, but the problem that we have is trying to determine how it can be used and maintained without such a terrific expense. We were told that just to keep it going now, as it is, with occasional use, that the maintenance cost is about \$70,000 a year.

I think that some way, if it's to be used, it will have to be used for many things, maybe part of it for juvenile offenders, maybe part of it for forest service people, maybe an area where students from various schools could go for a few days to sort of camp out—we just don't know, right now, how it can be used. But if it's going to be used, it's going to have to be filled up so that you can justify the expense of keeping it going.

In Clark County, we visited the Spring Mountain Youth Camp—or, I should say we attempted to visit the youth camp, which is located about thirty-five miles from Las Vegas, which is used to keep boys who are not hard core enough to send to the Elko boys' home. Strange as it seems, such a short distance out of Las Vegas, on that particular day, it was snowing and cold. We got about three miles from the camp, and the road was so steep and icy and covered with snow that

we couldn't get there. We had to turn around and come back.

Well, when we got back, we were shown films and told all about the camp, explained the purpose of it, and how it's used. Some of the members of the committee had already been there and seen it, but sometime when I'm back in Las Vegas, I want to go see it, myself.

They seemed to think that this was somewhat like the Job Corps camp out of Carson, and that the people in Las Vegas felt that the camp out of Carson could be used in a similar manner. The only thing, that the Job Corps camp at Carson is so much larger, and you'd have to split it up some way so that you didn't have that terrific expense.

We also visited the Home of the Good Shepherd, the Zenoff Detention Home, Child Haven for Neglected Children, the mental health center, the children's home in Boulder City, which is a subsidiary, I guess, of the orphans' home— so-called orphans' home— in Carson City, and the St. Jude's Ranch School for Children, just outside of Boulder City. We also went to Caliente to visit the Nevada Girls' Training Center, and we expect in the near future to visit the Elko boys' home, the detention home in Winnemucca, and the Wittenberg Hall in Reno.

We were very pleasantly surprised in a lot of the homes that we visited. The Home of the Good Shepherd, of course, is not a state-operated home, although this year, the legislature did provide funds for it, and will allow them up to two hundred and fifty dollars a month for each girl.

The atmosphere in the home, the condition of the buildings, the apparent rapport between the sisters and the girls there gave us the impression that everything was going very well. Some of the girls that escorted us around and talked to us, who had been there some

time and now were allowed to go back to their homes at night, and then come back to the school in the daytime to attend high school, were very loud in their praise of the home, itself, and of the sisters, and they were very happy with it, and felt that the home had done them an awful lot of good.

The Zenoff Detention Home is similar, of course, to the Wittenberg Hall, where children are kept [for] a period, maybe ranging from a day to maybe two weeks. Probably the average length of time kept there is four or five days, depending upon the circumstances. At the time that we visited, they seemed to be pretty well filled to capacity. They were in the multipurpose room, because it was too cold that day to be outside. They were playing various games; girls were doing art work. And as we went through the home, we saw some of them locked up because they had run away and had been brought back to the home to be held for a few days until their case could be terminated. Well, while we were there, Judge Mendoza, the juvenile judge, was there. Well, anyway, he came to talk to us about his philosophy of handling children. And we had just talked to them about a bill that had been passed, A3203, which is a probation subsidy bill, providing about \$100,000 of state money, and approximately \$300,000 of federal money for the next two years to be used by the various juvenile courts in each of the counties for such items as additional probation officers, or for purchasing services, such as psychiatric services, or group home care. Home care facilities might be established within their own community, such as maybe a facility that might house, say, six girls, another one six boys, and to allow them to remain in their own community. We were really interested in seeing what the judge and what the juvenile authorities thought of the passage of this bill,

because while we were instructed to determine what the need would be for facilities in the coming years, we really had to weigh it against what effect this bill would have.

The general thinking, we were told, in other states, seemed to be rather than to send these children to institutions, many of them, that if they were considered to be good risks, they would be retained in their own community, and either be put into these group home facilities, or put with relatives, or put with a foster parent if it was felt that they couldn't succeed in their own home conditions. And the thinking is that if you take a boy or a girl from his or her home, which may be partially responsible for what they're doing, and send them to an institution, and then return them back to that same home, they've probably picked up a lot of ideas in the institution that they never had before, and they're liable to come back to the community worse than when they went.

And so this idea of trying to keep them within their own community, keep them in the school system, where they can maybe be under guidance of other people than their parents, who haven't been doing a very good job with them, might be better than sending them to an institution. Well, we asked them what effect this might have on the number of children being sent to the girls' school, or to Elko, or Spring Mountain Youth Camp, and whether if this worked, whether we'd need new, additional facilities or not. And they felt that probably this would reduce the number that would be sent to these institutions, although they said that with the population continuing to grow, as it seems likely to do, that we'll have more population, and we'll have more juvenile offenders. And while this may temporarily take off the number that will be sent to institutions, we'll probably have

more of them that will fill up the institutions, too. They seem to think that the ones that would be kept at home would be those that would be considered as good risks, that could succeed in a foster home, or in a relative's home, or in one of these group care facilities, and only those who might be classed as the more hard core type would be sent to the institutions. And they certainly didn't see any possibility of eliminating the state institutions, that there certainly would always be offenders that would *have* to be sent to them. However, it appears that the probation subsidy program, if continued, would considerably reduce the commitments to the state institutions, and temporarily, at least, we would not need to enlarge or build additional ones.

Well, if this works, it would be a good thing because your early offenders would not be thrown in with the more difficult ones, where they'll learn bad habits and bad traits, and then return back to their homes to show what they've learned.

There'll be quarterly reports made on the subsidy program, and the annual report will be given to the 1973 legislature to determine its effectiveness. This is a very important item in our study, as to the need for additional facilities. Certainly, by keeping more offenders in the communities, the number sent to the institutions should be less. But, of course, as the state continues to grow rapidly in population, we'll have more offenders, too.

We have also learned from the director of the Crime Commission that federal funds for probation subsidy will not be available after July of 1973. Determination by that time will have to be made if the subsidy program is a success; then it would appear that the legislature may have to provide the full cost. It would be a choice of this or providing more funds for more or larger institutions.

\* \* \* \* \*

My term in the senate will expire at the end of this year. I have decided that I will not seek another term. While I have certainly enjoyed my two terms and feel that I have made many friends among the legislators, still I don't have a strong desire to go back again. With the redistricting, my area would be changed. Instead of running countywide and in Storey County as I did before, now my district would just be in Reno. This would probably be some disadvantage to me. It would mean I would have to work harder and probably spend considerable money in the campaign. Like most campaigners I am conceited enough to think I could get reelected. My big advantage probably would be because of the large number of former students I had over thirty-nine years in education who are now adults and have families who are voters.

I think if I didn't have so many interests and hobbies that I might feel the need to continue in politics, but now I would really like more time to do the things that Margaret and I want to do. We've talked about making some trips for a long time, and now maybe we'll have the chance to take them.



---

CIVIC AFFAIRS

Oh, since my retirement, I've kept quite busy with the telephone company, the legislature, and the interim studies. I'm presently on the advisory committee for the medical school at the University, I'm on the advisory committee of the department of social services and corrections at the University of Nevada. I missed the last meeting because that was held at the time we went to Las Vegas, and I explained to Dr. [Loren] Belknap where I was going, and what we were going to study, and he was quite interested, and wanted to know if we had a meeting in Reno, if he might not come to the meeting, which will be a good thing for him to know about.

During the past year, I served as chairman of a committee to secure funds to construct a swimming pool and develop grounds, consisting of softball, football fields, tennis courts, and a track at the Traner Junior High School. And we felt that a project would cost about \$450,000, so we set out to try to raise enough money to meet that. We got \$60,000 from the school district, \$60,000 from the city,

\$30,000 from the Fair and Recreation Board, and \$150,000 from Fleischmann Foundation. Well, we went to the Fleischmann people first, and they said they would give us \$150,000 toward the project if we could match it. So we matched it by getting the school district, the city, and the Fair and Recreation Board, and then, that left us \$150,000 short for the entire project. So we were able to get \$150,000 of federal funds through the Land and Water Conservation Board. These federal funds are administered by them. So that we raised the \$450,000, and not long ago bid the project for the swimming pool, and it is under construction now.

We felt that this part of the community badly needed such a facility. The area in the northeastern part of Reno has very, very little in the way of recreation. Children there very seldom participate on any of the soft-ball teams. They don't have any facility where they can play football, other than at the high school, which, of course, is limited to the high school students. If they want to go swimming, they have to go to Sparks or to Idlewild. Hardly

any of them have transportation to get there, and many of them from poorer homes don't have bicycles in order to get there. So while people in the southwest and the southern part of the city can go to swimming pools there, or even in Sparks, these children don't have that opportunity. There's many private pools in other parts of the city, too. So we think this is going to be a great thing for the children up in that end of town.

Well, I got interested in it by being asked if I would [laughing] be chairman of the committee. Actually, Warren Lerude, of the *Reno Evening Gazette*, called me one day and asked me if I were interested in serving on a committee such as that, and if I would be interested in serving as the chairman of the committee. He said he felt that there was a great need for something like that in that area. So he asked me if I would go to the meeting, and he had listed some fifteen or sixteen members of the community that he had also asked if they would participate.

So we met one afternoon, and I was elected as chairman of the committee, and we decided that the first thing we should try to do was start in to raise the money. And we talked about it and got different ideas of the people that were there, and decided that we would first make an application to Fleischmann to see what they would do.

First of all, of course, we got some ideas as to what the cost might be, an estimate. We got some free service from some of the architects, and came to the conclusion that the work that we wanted to do would take about \$450,000. So when we got our application together, Fleischmann was interested because Fleischmann had helped on two other junior high school projects, one in building the park jointly between the city and the schools up in the northwestern part of the city, and also at

the Sparks Junior High School, where they built a pool.

I understand now that the people down in the southeast, in the Vaughn school area, are looking forward to trying to get something done the same way, the idea being there that this facility could be used by the school during the school year, and used by the city for city recreational purposes in the summer. And it would be a joint effort between the two, just as the others have been. The pool probably would be available only a very limited amount of time to the Traner students, probably starting about May, and maybe—oh, maybe lasting into the beginning of October, I suppose. They'd really only get about two months of school time in the use of the pool. But they'd get a lot of use of the facilities on the grounds. And then, in the summertime, it would be taken over by the city recreation department, and the swimming pool would be under their jurisdiction, and children would be allowed to come.

Well, I know, from my own experiences as a kid in Tonopah, that when they first built that swimming pool there, that that was the greatest thing that ever happened, so far as we were concerned. And we think that this is going to be pretty great for the children up in the northeast.

It's expected that the swimming pool should be finished, probably—well, it should be finished in the early spring, and ready for use probably in May. We won't be able to start on the grounds until the latter part of May, just about the time school is out. We might be able to get started a little bit before school is out on a portion of the grounds, but all this work will have to be done during the summer and during the time school is not in session.

And then there'll be a section that will be difficult. Well, we're not sure. We probably

will have to plant sod, turf, because there'd be a danger that students would just trample out the grass; it wouldn't get a good enough start. Sod makes it a little bit more expensive, but it would be very difficult to keep the children off of all that area until it did get a good footing. So we plan to use sod.

Well, I have several hobbies, and I like to play golf and do quite a bit of fishing during the summer. And those things, along with the other committees that I'm on, seem to keep me pretty busy. At present I am serving as chairman of an interim committee appointed by the Legislative commission to study facilities for juvenile offenders, and am also on another interim committee to study and recommend tax relief for the elderly. Reports of both of these committees will be made to the legislative commission. More recently I agreed to serve on an advisory committee to the Area Planning Agency on Aging, and also on another committee appointed by the State Board of Education to study the needs of handicapped children and draft suggested legislation to meet those needs. I've managed to get myself on so many nonpaying committees that I sometimes wonder if I shouldn't be working on a regular job.

\* \* \* \* \*

[Don't I want to tell about the naming of Procter Hug High School?] Well, when I was the superintendent of schools of Washoe County, the school board started naming—well, they had, to some extent, prior to that time, both in Reno and Sparks, had named new schools after teachers and principals, people who had served in the school districts over a long period of time. Every time we built a new school, the board would want information about various people—teachers

and principals—and we had drafted up a list of such people who had served for a long period of time. And every time a new school was built, why, we'd take this list out again, and the board would make a selection of a name. And when it came time for me to retire—or, when I said I was going to retire—we were in the process then of starting this high school. We'd sold the bonds, we'd had the plans developed, and the plans were quite similar to that of the Wooster High School, which, of course, was named after Earl Wooster, who had been the superintendent of schools previous to my time. And when I said I was going to retire, the building hadn't actually been started, the contract hadn't been let, but the plans were nearly finished. So about the next to the last meeting that I was there, a motion was made by Ed Pine and seconded by Ed Reed that they name the new high school Procter R. Hug High School. So the rest of the board didn't object [laughing]. At least, they voted in favor of it, so that's the way it got its name.

\* \* \* \* \*

So we have a high school named after me [and] a series of racehorses. While I was down in Las Vegas, I was taken into the back office of Mr. [John Kell] Houssels, and introduced to him. He's the manager of the Tropicana, and I went back into his office and [was] introduced to him. And he had, oh, all sorts of trophies of horse races he'd won, and pictures of horses all over the—the walls. And when I was introduced to him and he got my name, he said, "Well," he said, "I remember the racehorse Procter Hug" [laughing].

Did I say anything about that? [No?] Well, Lem [L.] Allen, who was the son of Lem Allen, Sr., of course, was in school when I was, and

I sometimes went out to the ranch with him over weekends and stayed there. And one morning when we were sitting at the breakfast table, Mr. Allen was telling about this colt that he had that he thought was going to be quite a racehorse. And he said, "I don't know what to name him."

And young Lem said, "Why don't you name him Procter Hug?"

And [laughing] he said, "All right, I. will" I laughing]. I don't know exactly the reason for it, except that at that time, I was a football player, and was fairly fast. So maybe he thought that it might be a good idea.

But the horse turned out to be a real good horse. They took him to Tijuana, and he won the first seven or eight races as a two-year-old. And not too long after that, he ran through a barbed wire fence, I think, and cut himself quite badly, and just about ended his career as a racing horse. So they did put him out to stud, and a whole line of horses followed afterwards, many of which were short distance racehorses. But, oh, there were—I've heard of a number of them—Billy Hug, and Bunny Hug, and Real Hug, and on down the line. Not too long ago, someone sent me a magazine (I think it was a cement contractor's magazine), and in it was a story about a horse named Rocket Hug that had been sold back in Iowa for quite a large sum of money. I don't remember just how much it was, but it was quite a large sum. I had a desire to write back and ask about the horse, but it seemed to me that he's probably in that line somewhere because there wouldn't be any other Rug racehorses. So he's probably one that showed up someplace [laughing]. They're still going, after about forty-five years.

---

## CONCLUSION

Well, in conclusion, I'd like to say some things about my family. My mother, Mrs. Clarence Kind [Ella Procter], is still living at the age of ninety-one. She's still quite spry and could pass for much younger. My son and I have lunch with her almost every Wednesday to discuss telephone business. She's still a member of the board of directors [laughing] of the telephone company. She has dinner with us about once a week, and quite often with the other members of our family.

My wife, Margaret, and I have been married forty-one years. We were engaged while we both attended the University of Nevada. She came from Ely, where she went through the schools and graduated from White Pine County High School. While she was in college she was a member of the Tri-Delt sorority, and active in campus affairs, principally dramatics. She was an honor student there, and was elected to Phi Kappa Phi at the end of her senior year. After her graduation, she taught in the elementary school in Gardnerville a year, and then we were married. She substituted the first year

in Sparks in the elementary school. And she became very interested in Sparks High School activities, and for the twenty-nine years in Sparks, I guess neither of us hardly ever missed an athletic event, a play, a school dance, a music festival, or any other activity. Having a wife who took such an active part in my work and participating in the social activities of the community was a great asset to me. Being able to talk over all my problems, getting her advice and help when there were tough problems made me feel that I was plenty lucky to have such a partner. We had three children, Procter Hug, Jr., who is now a practicing lawyer in Reno; Beverly Sue, who later married Milton Sharp, and lives in Reno; and Patricia Grace, who we always call "Tricia," is married to James Durham. Both Milton Sharp and James Durham attended the University of Nevada. Procter was an ATO, the same as my fraternity, and the two girls were members of Tri-Delt, the same as their mother.

I may have mentioned that Procter was born the night of a state basketball

tournament, just at the conclusion of the final game. And Tricia was born during a state tournament, and we had to leave in the middle of the game to go to the hospital, and Beverly was born on my birthday.

We actually were a very close-knit family, all interested in the activities of the other. Church was an important part of our activities, and we all attended the Episcopal Church for years together. Margaret taught Sunday school for ten years, and when the girls grew up, they also taught Sunday school.

I was principal of the high school during the time that each of them were students there. While we sometimes thought this might create problems, it actually never did. All three were good students and were well-adjusted. They never expected any favors and got along well with the teachers and other students. They were all active in school affairs, and I think Margaret and I attended all of their activities. Procter was active in football, basketball, track, and dramatics, and the girls in dramatics, music, and drill teams. All of them felt free to bring their friends to our house, and we attended school dances and parties that they attended, and actually, there never seemed to be any problem of me being the principal while they were in the high school.

All three graduated and went on to the University, and at one time or another, they were all on the honor roll. Procter also participated at the University in track, made his letter in that. And he was in dramatic plays, and was student body president there during his last year. He also was in the Navy reserve, and he was studying prelegal work. Then he graduated, he joined the Navy and was in the service there for two years. And when he got out of the service, he started at the Stanford Law School, where he graduated. During his last year, he was married to

Barbara Van Meter, and they lived in the Family Community Homes there at Stanford the last year. Barbara was a Sparks girl. He's now a member of the firm of Woodburn, Forman, Wedge, Blakey, Folsom, and Hug. After he got out of college, he was president of the Alumni Association one year, and served several years on the Board of Regents, one term as chairman. And he still [1971] is a member of the Board of Regents.

He has three children. Cheryl, she's a junior in Reno High School—that seems odd because Reno High School was always such an adversary of ours, and I think, [laughing] had I ever thought one of my grandchildren was ever going to attend Reno High School, I don't know whether I could've stood it or not. Procter Hug III is an eighth grade student at Swope Junior High School, and Elyse is in the second grade at Hunter Lake.

Well, Beverly Sue studied to be a teacher while she was at the University. She married Milton Sharp, a boy from Wells. Milton was also the student body president during his last year. He studied to be a civil engineer, and he now has his own firm, known as Sharp and Krater Engineers, located in Reno. They were married during Beverly's senior year, and she dropped out of school with one semester to go in order to join him in Germany, where he was stationed in the army, and they stayed there for two years. But when she got back to Reno, she enrolled in the University and finished her one semester. She then taught school for two years, one year at Winnemucca, and one year at Veterans Memorial in Reno. They have three children, also, two girls and a boy. Melissa is eleven, Margaret is nine, and Matthew is four.

The youngest daughter, Tricia, also studied to be a teacher. And after her graduation, she taught at the Cupertino Elementary School in Sunnyvale, California, and also taught



a year in Long Beach, and a year at Libby Booth school in Reno. She married James Durham, who is a boy from Watsonville, who had studied at the University of Nevada and graduated with a degree in geology. They now live in Olympia, Washington, and they have two boys, Todd six, and Tim, three.

Margaret and I are not quite natives of Nevada, but we've lived most of our lives here in Nevada; however, all of our children are natives. Margaret grew up in Ely, and I in Tonopah. Even in high school days, I traveled to many parts of the state on high school teams, and later, while at Sparks, we went to all parts of the state. All of us attended the University of Nevada, and we feel a great loyalty to it, and to the state, as well. We feel very grateful that we had the good fortune to grow up and raise our family and continue to live in Nevada.

We feel that there've been so many advantages in living in Nevada. Selfishly, we'd kinda like to see it stay small in population, where the minority problems are small, and where pollution [laughing] and environmental problems haven't affected us to a great extent. There's still good fishing and hunting spots that aren't overcrowded. You don't have to wait hours to get on the golf links, or parks, or shows. But progress demands; new industries and opportunities here will continue to bring more and more people from the overcrowded cities and areas of the country. Nevada will change with the growing population. Nevada will face the problems of minorities, tax increases, pollution, and environment, increasing school problems, and all the rest that come with a growing population. But none can do it better than Nevada!



---

## ORIGINAL INDEX: FOR REFERENCE ONLY

In order to standardize the design of all UNOHP transcripts for the online database, they have been reformatted, a process that was completed in early 2012. This document may therefore differ in appearance and pagination from earlier printed versions. Rather than compile entirely new indexes for each volume, the UNOHP has made each transcript fully searchable electronically. If a previous version of this volume existed, its original index has been appended to this document for reference only. A link to the entire catalog can be found online at <http://oralhistory.unr.edu/>.

## A

Abbott, Brent, 109  
 Abortion law, Nevada,  
   223-229  
 Adams, Brewster, 9-10  
 Agnes Risley school  
   (Sparks), 143  
 Alice Maxwell school  
   (Sparks), 143  
 Allen, Lem L., 315  
 Allen, Richard J., 145  
 Alpha Tau Omega fraternity,  
   34, 51  
 Anderson school (Washoe  
   County), 112, 140, 148  
 Atkinson, Harry Hunt, 22  
 Austin, Nevada, 14  
 Avansino, Earl, 108, 109

## B

Baseball, 13-14, 15-16  
 Basketball, 11-12, 19, 60,  
   71-72, 73-75, 196, 198  
 Beck, Jessie, 144  
 Beemer, William R., 70  
 Beverly, Frank, 47  
 Bice, Barrett Dedrick,  
   68-69  
 Bell Telephone Company  
   (Nevada), 206  
 Blake, Bill, 59  
 Block N. Society, 196-  
   197  
 Blundell, Norman, 70  
 Bonham school (Washoe  
   County), 111, 117  
 Booth, Libby C., 144  
 Booth, W. W., 23  
 Bradshaw, James W. "Rabbit",  
   34, 40, 45-46

Brighton, George, 114  
 Brown, B. Mahlon, 69-70  
 Brown, James, 60  
 Brown school (Washoe County),  
   111, 113, 115-116, 124  
 Buck Grabbers, 51  
 Buckman, Thomas P., 40  
 Budelman, Herman, 22  
 Bullis, Rose, 114, 179  
 Burke, James, 108, 109  
 Butler, James T., 201  
 Butler, Jim (Jr.), 22  
 Butler theater (Tonopah),  
   22, 27-29  
 Byrnes, Earl, 7, 12

## C

Cahill, Robbins, E., 82  
 Cahlan, Marian Edmunds,  
   60  
 California-Nevada Inter-  
   state compact commission,  
   243-244, 292-293, 294-  
   296  
 Callwell, Robert, 6-7  
 Campbell, Horace, 22  
 Cannan, Rita, 144  
 Cantlon, Edwin, 70  
 Carlson, Ernest, 40  
 Carson City High School  
   (Nevada), 74-75  
 Cartwright, Vernon, 109  
 Cassard, Elizabeth "Betty",  
   109  
 Catholics, 226, 227  
 Chamber of Commerce, Sparks,  
   94  
 "Charlie", 25-26  
 Chinese, 27  
 Churn, Browing, 114  
 Church, Willis "Bill",  
   40, 51, 52

Churchill County School District (Nevada), 186  
Clark, Walter E., 41  
Clayton, Archie, 108, 109, 110, 144  
Clayton (Archie) Junior High School (Reno), 143  
Coffin and Keys, 51  
Cologne, Rose M., 59  
Colwell, Bevo, 40  
Copperfield school (Washoe County), 111  
Corbett, Roger, 144, 167  
Corporate licensing of casinos, 245-247  
Courtright, Raymond O. "Corky", 39, 41, 47-48, 51, 52  
Crosby, Agnes, 82  
Cross, Archie, 64, 82

## D

Davis, Chester, 201  
"Death Valley Scotty", 27  
Delta Delta Delta sorority, 46  
Democrats, 211-212, 216, 260  
Devere, Hazel, 114  
Diedrichson, Lloyd, 110  
Dilworth, Carmel, 8  
Dilworth, Doris, 8, 9  
Dilworth, George L., 6, 9, 55, 56, 144  
Dilworth (George L.) Junior High School (Sparks), 143  
Divide boom (Tonopah), 30-31  
Dodge, Max, 99  
Donnelly, Charles, 241-242, 289  
Drake, Florence, 144  
Drake, Robert, 108  
Duborg, George, 52

Duborg, Jack, 51  
Duffy, Helen, 60  
Duncan, Glenn, 143  
Durham, James, 318, 321  
Durham, Patricia Grace Hug, 99, 318, 319, 321  
Durham, Tim, 321  
Durham, Todd, 321

## E

Echo Loder school (Reno), 140, 142, 171  
Education, Sparks Board, 64-65, 66, 82, 128  
Education, Washoe County Board, 108-110, 111, 128-129, 144-145, 161-162, 314  
Elementary and Secondary Education Act (U.S.), 164-169  
Elgin, Oregon, 1-2  
Elko, Nevada, 241, 288, 289  
Elko County School District (Nevada), 186, 288  
Elmcrest school (Reno), 140  
Ely, Nevada, 46, 47  
Ely High School, 70, 75  
Empire (Washoe County), Nevada, 117-118, 119, 120, 124  
Empire school (Washoe County), 118, 119  
Erb, Charles, 52  
Exceptional children, education, 229-236, 275-277  
Extension mill (Tonopah), 16-17, 21



## F

Fair and Recreation Board,  
Washoe County, 309, 310  
Fallon, Nevada, 14  
Fant, John, 114-115  
Fee, George, 7  
Feemster, Silas E.,  
44-45  
Fernley schools (Lyon  
County), 121, 122, 123  
Fife, Paul, 71  
Fisher, Emerson, 52  
Fitzgerald, D. J., 22  
Fleischmann Foundation  
of Nevada, 309-310,  
311  
Florence Drake school  
(Sparks), 143  
Fontana, Paul, 70  
Football, 4, 11, 12, 37-  
40, 47-50, 51-52, 63-64,  
68, 69, 70, 71, 73, 198  
Forman, William, 22  
"Foxy Grandpa", 24-25  
Frandsen, Peter "Bugs", 44

## G

Galena Creek school  
(Washoe County), 111,  
116  
Gardnerville, Nevada,  
46, 47  
Garrett, Gordon, 71  
Garside, Frank, 23  
Gemmell, Ella A., 8  
Gerlach, Nevada, 117,  
118-119  
Gerlach schools (Washoe  
County), 113, 117-119,  
124  
Gezelin, Emile, 200-201  
Gillies, Inez, 102  
Glendale, school (Washoe  
County), 111, 117  
Glenn Duncan school  
(Reno), 140-141, 142,  
143

Goldwater, Bert, 129  
Gomm, Roy, 102, 144  
Good Shepherd Home (Las  
Vegas), 303, 304  
Gordon, Louis, 13  
Gottardi, John, 42  
Grace Warner school (Reno),  
143  
Graves, Dick, 96  
Gray, Aleta Day, 129  
Greenbrae school (Sparks,  
Nevada), 95, 140  
Gridley, Dick, 52  
Grieves, Gladys E. Huyck,  
94, 95  
Griffin, Kathleen, 7  
Griffin, Margaret, 7  
Groesbeck, Mrs. P. E.,  
60  
Guffrey, Lloyd "Toby",  
70  
Guinn, Robert, 70  
Gutteron, Billy, 51

## H

Haight, Kemp, 71  
Hall, John W., 42-43  
Hall, Thurman, 71  
Hansen, Dale, 71  
Harrison, Leslie "Spud",  
40, 48, 52  
Haseman, Charles, 41-42  
Hastings, Waldo, 57-58,  
90  
Helmick, "Dutch", 28-29  
Henderson, Leland, 6, 22  
Herz, Marcelle Barkley, 171  
Hill, Jack, 70  
Hillman, Richard, 101  
Hobbs, George "Horse", 40,  
48, 52  
Home Gardens school (Washoe  
County), 111, 117, 149  
Hooper, Albert, 3  
Houssels, John Kell, 315  
Huffaker school (Washoe  
County), 111, 113, 115-  
116



Hug, Alma, 2-3  
 Hug, Barbara Van Meter,  
   319-320  
 Hug, Charles, 1, 2  
 Hug, Cheryl, 320  
 Hug, Elyse, 320  
 Hug, Margaret Beverly,  
   46-47, 79, 99, 100,  
   194-195, 214, 317-319,  
   321  
 Hug, Procter R., Jr., 99,  
   204, 206, 207, 318,  
   319-320  
 Hug, Procter R. III, 320  
 Hug, Rachel, 2, 3-4  
 Hug, Rudolph, 1  
 Hug, (Procter R.) High  
   School (Reno), 141,  
   143, 314  
 Hughes, Howard, 237-238  
 Hunter Lake school (Reno)  
   140

## I

Incline High School  
   (Washoe County), 143  
 Incline school (Washoe  
   County), 143  
 Incline Village, Nevada,  
   125-126  
 Indians, 14-15, 120, 121,  
   122, 166, 214-215, 293  
 Interim finance committee,  
   Nevada legislature, 297-  
   298  
 Interscholastic League,  
   Nevada, 196-199  
 Italians, 27, 63

## J

Jack's Carnival (Sparks,  
   Nevada), 89-91  
 Jacobson, Elizabeth, 8  
 Japanese, 81  
 Jessie Beck school (Reno),  
   140, 142, 170, 234

Jewett, Agnes R., 7-8  
 Job Corps camp (Carson  
   City), 301-302, 303  
 "Johnny Behind the Rock",  
   25  
 Johnson, Ernest M., 109  
 Johnson, Homer "Windy",  
   40  
 Johnson, Horace, 21  
 Johnson, Rolla V., 57  
 Johnson, Walter Perry, 10  
 Jones, J. Claude "Geology",  
   42  
 Jones, Ruth Murray, 8  
 Jones, Victor, 8  
 Juniper, Lena, 144

## K

Kane, Edward L., 165  
 Kate Smith school (Sparks,  
   Nevada), 61, 95  
 Keiper, Fred, 110  
 Kelly, Rube, 22  
 Kimmel, Arden, 38, 40  
 Kind, Ella Procter Hug,  
   1, 2, 5, 11, 204, 317  
 Kind, J. Clarence, 5, 22,  
   204  
 Kirchen, John G., 21  
 Koizumi, Koichi, 70  
 Kramer, Gladys B. Putney,  
   102

## L

Labor relations, teachers,  
   102-103, 154-158, 162,  
   187-188, 189-190, 201-203,  
   240  
   See also: Nevada State  
             Education Association  
 Lambertucci, Albert, 19  
 Lambertucci, Victor, 18-19  
 Land and Water Conservation  
   Board, U. S., 310  
 Las Vegas, Nevada, 81-82  
 Las Vegas High School  
   (Nevada), 69, 75

Lawtons school (Washoe County), 111  
 Laxalt, Paul, A., 286, 288  
 Legislative Commission, Nevada state, 217-218, 295-296, 313  
 Legislature, Nevada state, 215-308  
 Lemmon Valley school (Washoe County), 124, 142  
 Lena Juniper school (Sparks), 143  
 Lenz, Elizabeth, 109  
 Lerude, Warren, 310-311  
 Lessenger, Paul, 71  
 Lessenger, Wayne, 71  
 Libby Booth school (Reno), 140, 142  
 Lincoln Park school (Sparks), 142  
 Lions Club (Sparks), 93-94  
 Lobbyists, 264-266  
 Loder, Echo, 144  
 Lovelock, Forest, 22, 129  
 Lovelock, Ora, 7  
 Lowell High School (San Francisco), 71-72  
 Lowry, Albert, 51, 52  
 Lukens, Mary, 90, 102  
 Lybrand report, Nevada, 220-221

#### Mc

McCarran, Patrick A., 21  
 McCarran's ranch school (Washoe County), 111  
 McConaughy, Alfred "Mac", 57  
 McGill, Nevada, 2  
 McKinley Park school (Reno), 174, 175-176  
 McQueen, Robert, 110

#### M

Mallotte, Ray, 109  
 Manhattan, Nevada, 3  
 Mamie Towles school (Reno), 142, 173  
 Martie, J. E. "Doc", 52  
 Mary Lee Nichols school (Sparks), 61, 169, 170  
 Matley, Marshall, 141  
 Maxwell, Alice, 60, 102, 144  
 Medical school, University of Nevada, 236-239  
 Mendoza, John F., 305  
 Miller, John R., 102, 114  
 Mitchell, Robert, 62  
 Mizpah hotel (Tonopah), 24  
 Mogul school (Washoe County), 111, 149  
 Monaghan, Ogden, 7  
 Monday, Lowell, 70  
 Morgan, Richard L., 201  
 Mormons, 226, 227-228  
 Murray, Miss (teacher), 1-2  
 Mustard, Donald, 109

#### N

National Education Association (NEA), 158  
 Nay, John, 23  
 Negroes, 25, 81-82  
 Nevada State Education Association (NSEA), 87, 199-201, 202, 203, 272  
 Nevada Telephone and Telegraph Company (Tonopah), 5, 13, 204-208  
 Nichols, Mary Lee, 62  
 Ninnis, Fred, 22  
 Nixon, Nevada, 214-215  
 Nixon school (Washoe County), 111, 120-121



Northside Junior High School  
(Reno), 148  
North Truckee school  
(Washoe County), 111  
Nugget Casino (Sparks,  
Nevada), 67, 96-97

## O

O'Brien, William, 109,  
110, 161

## P

Paradis, Henry, 77, 99  
Parent-Teacher Association,  
Sparks, 89-91  
Peabody school support  
formula, 104-108, 113,  
152, 221-222  
    See also: Taxation  
"Peek-a-boo", 25  
Phi Kappa Phi honor  
    fraternity, 46  
Piccolo, Marvin, 186  
Pierson, Alvin, 52  
Pine, Edward L., 108, 109,  
110  
Pittman, Key, 20-21  
Pittman, Vail, 21  
Pleasant Valley school  
(Washoe County),  
124, 142  
Powers, Walter, 71  
Priest, Lee, 70  
Probasco, George E.,  
94-95, 97  
Procter, Henry, 1, 3-4  
Procter, Mrs. Henry,  
48-49  
Procter Hug (horse),  
315-316  
Public Works Adminis-  
tration (PWA), 83  
Purdy, Bertha, 89  
Purdy, Oliver, G., 64,  
82

Pyramid Lake (Nevada),  
293-294  
    See also: Califor-  
nia-Nevada Interstate  
Compact

## Q

Quilici, Gertrude Harris,  
56  
Quilici, Gino, 71

## R

Raiford, Leota Maestretti,  
56-57  
Reed, Edward C., 39, 40  
Reed, Edward C., Jr., 109,  
110, 161  
Reno, Nevada, 97, 98  
Reno High School (Nevada),  
11, 75, 135-137, 139,  
140, 149  
Reno School District  
(Nevada), 107, 111, 113  
Republicans, 211, 212,  
213  
Rice, Gordon, 70  
Richardson, Warren, 22  
Riegelhuth, Katharine,  
42  
Risley, Agnes, 108, 109,  
110, 144  
Rita Cannan school (Sparks),  
143  
Robert Mitchell school  
(Sparks, Nevada), 61-62,  
82-83, 95  
Roger Corbett school  
(Reno), 142  
Ross, Randall, 101, 114  
Round Mountain Mining  
Company (Nevada), 13-14  
Rowe, Maurice, 50  
Roy Gomm school (Reno),  
142

## S

- SAGE communications  
system, 206, 207, 208  
Sanford, William C., 108  
Santa Monica High  
School (California),  
4-5  
Savage, Alice Procter,  
4  
Savage, Fred, 4  
Sawtelle, California,  
4  
Saxton, Elizabeth,  
64, 65, 82  
Sbragia, Joe, 70  
Schmidt, Grayson, 7,  
11  
School buildings, 58,  
62, 82-85, 95-96, 125-  
126, 140-150, 175-176,  
269-271  
See also: individual  
schools  
Scott, Neil, 114, 150  
Scranton, Chester M.  
"Chet", 40, 52  
Seaborn, Earl, 70  
Seymour, Oliver, 70  
Sharp, Beverly Sue  
Hug, 318, 319, 320-321  
Sharp, Margaret, 321  
Sharp, Matthew, 321  
Sharp, Melissa, 321  
Sharp, Milton, 318, 320  
Shaw, Lawrence T.  
"Buck", 41, 52  
Sheerin, Chris, 7, 12  
Sierra Vista school  
(Reno), 140  
Singleton, Merle, 85,  
101  
Smith, Jules, 22, 27,  
28  
Smith, Kate, 62  
Smithridge school  
(Reno), 142  
Sorenson, Alfred, 71  
Sorenson, Ivan "Toddy",  
71  
Southern Pacific railroad,  
86-87, 96-97  
See also: Sparks  
railroad shops  
Southside school (Reno),  
140-141  
Southworth, George, A.  
"Pop", 22  
Spanish Springs school  
(Washoe County), 111  
Sparks, Nevada, 46, 65-  
68, 80, 86, 93-99  
Sparks High School  
(Nevada), 54, 55, 56-64,  
68-74, 75, 77-78, 80-82,  
100-101, 140, 149, 177  
Sparks High School Military  
service stars, 59-60  
Sparks Junior High School,  
60-61, 62  
See also: Sparks  
High School  
Sparks (railroad) shops,  
57, 58, 65-66, 80-81  
Sparks School District  
(Nevada), 82-96, 98-  
103, 107, 111, 113, 115-  
116  
Spears, Blake, 71  
Stead Air Base (Reno), 142,  
152-153  
Stead school (Washoe County),  
142  
Steen, Charles, 213-214,  
215  
Steiner, Fred, 70  
Stetler, Byron, 186  
Steve, Willie, 14  
Sullivan, Mamie, 8  
Sullivan, Maurice, 108,  
109  
Sun Valley school (Washoe  
County), 111, 124, 143  
Sutcliffe school (Washoe  
County), 111, 116-117  
Sutherland, Edward G.,  
43



Swart, Art, 114  
Swasey, Lloyd, 6

## T

Tahoe, Lake, 290-293  
    See also: Califor-  
        nia-Nevada Interstate  
        Compact  
Taxation, educational sup-  
    port, 86-89, 104-106,  
    112-114, 129-133, 150-  
    154, 181, 200, 219,  
    221-223, 229-231  
Taxation, gambling, 220-  
    221  
Taylor, Chester, C., 64  
Taylor, Richard "Dick",  
    71  
Thompson, Gordon R.,  
    108, 109  
Thompson, Reuben C., 9  
Thompson, Rodney B.,  
    114  
Tonopah, Nevada, 2, 5-  
    13, 16-32, 204-210  
Tonopah Air Base (Nevada),  
    205  
Tonopah Bank (Nevada), 24  
Tonopah Bonanza (Nevada),  
    23-24  
Tonopah High School  
    (Nevada), 74-75  
Tonopah Miner (Nevada),  
    21  
Tonopah Times, (Nevada),  
    23  
Towles, Mamie, 144  
Track events, 12-13, 71,  
    198  
Traner, Fred W., 43, 79,  
    80, 87, 144, 199  
Traner (Fred W.)  
    Junior High School  
    (Reno), 141, 143, 309-  
    313  
20-30 Club (Sparks), 93

## U

University of Nevada, 11,  
    12, 33-53, 79, 236-239,  
    241-242, 261-262, 265,  
    289, 309

## V

Vaughn (E. Otis) Junior  
    High school (Reno),  
    140, 166  
Verdi, Nevada, 124  
Verdi school (Nevada),  
    142  
Veterans Memorial  
    school (Reno), 172  
Victor mine (Tonopah),  
    17-18  
Vista school (Washoe  
    County), 111  
Vocational education,  
    57-58, 59, 176-178

## W

Wadsworth, Nevada, 123  
Wadsworth school (Washoe  
    County), 111, 113, 121,  
    122-124  
Wagner, Ruth, 114  
Warner, Grace, 144  
Washoe County School  
    District (Nevada),  
    108-195  
Washoe school (Washoe  
    County), 111, 116  
Whitehead, Edwin "Tip",  
    54, 99, 100, 102  
Whitehead, Gretchen,  
    100  
Wier, Jeanne Elizabeth,  
    43-44  
Wimer, June, 8  
Wingfield, George, 21-22  
Wolf, Minnie, 56

Wooster, Earl, 110,  
113, 126, 201  
Wooster (Earl) High  
School (Reno),  
125, 141, 176-177  
Works Progress Admin-  
istration (WPA),  
64

XYZ

Younghans, Dorthy  
Whitney, 56  
Youtz, Robert, 108, 109  
Zenoff Detention Home  
(Las Vegas), 303,  
304-305

FOR REFERENCE ONLY



